

**English As A Second Language  
ESL I: Beginning**

**Ridgeway High School  
2007-2008**

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**ESL I**

**ESL I Course Description:**

Beginner: Students at beginner proficiency have virtually no functional ability in listening, speaking, reading, and writing English. They are often new arrivals. Beginner level students may go through a “silent period” as a stage of normal second language acquisition development. These are initial literacy skills.

**ESL Course Standard:**

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom

**First Six Weeks:**

**Listening**

ESL I.L.1 Students will show understanding of academic vocabulary.

- a. Demonstrate understanding of everyday vocabulary.

ESL I.L.2 Students will demonstrate an understanding of various forms of oral Communication

- d. Demonstrate understanding of simple language functions (e.g., greetings, requests, offers of help, apologies).
- e. Understand classroom survival directions (e.g., schedules, homework assignments, please sit down).

**Speaking**

ESL I.S.1 Students will communicate with appropriate pronunciation, intonation, and stress.

- a. Intelligibly pronounce basic vocabulary

ESL I.S.2 Students will demonstrate knowledge of appropriate academic vocabulary.

- a. Name familiar classroom objects

ESL I.S.3 Students will use appropriate sentence construction for clear communication.

- a. Formulate simple sentences.
- b. Show ability to use simple present simple past tense of verbs accurately.
- c. Use contractions made with “not” to negate a statement.
- g. Provide personal information.

### **Reading**

ESL I.R.1 The student will develop the reading skills necessary for word recognition, comprehension, interpretation and analysis.

- a. Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
- b. Identify the directionality of written text.
- c. Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
- d. Recognize and name all uppercase and lowercase letters of the alphabet written in print or cursive.
- e. Identify letters, printed words, and printed sentences
- f. Identify high-frequency sight words in context.

### **Writing**

ESL I.W.1 The student will develop the structural skills of the writing process.

- i. Spell beginning level words.
- j. Spell common contractions.
- k. Use periods at the ends of sentences.
- l. Use question marks at the ends of questions.
- m. Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- r. Capitalize the first word in a sentence.
- s. Capitalize first and last names.
- u. Capitalize days of the week and months of the year.
- y. Capitalize street names.

### **Sample Tasks:**

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers and Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting

Sharing and requesting information

Expressing needs, feelings, and ideas

Using non-verbal communication in social interactions

Getting personal needs met

Developing relationships with others.

## **Second Six Weeks:**

### **Listening**

ESL I.L.2 Students will demonstrate an understanding of various forms of oral Communication.

- b. Demonstrate an understanding of verbal directions pertaining to one identifying criterion (e.g., point to the “tall” boy).
- c. Answer literal oral comprehension questions.
- d. Demonstrate understanding of simple language functions (e.g., greetings, requests, offers of help, apologies).
- e. Understand classroom survival directions (e.g., schedules, homework assignments, please sit down).

### **Speaking**

ESL I.S.3 Students will use appropriate sentence construction for clear communication.

- a. Formulate simple sentences.
- b. Show ability to use simple present simple past tense of verbs accurately.
- c. Use contractions made with “not” to negate a statement.
- d. Use articles (“a (n)”, “the” or Æ) in context.

ESL I.S.5 Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

- a. Describe people, places or things with one adjective.

### **Reading**

ESL I.R.1 The student will develop the reading skills necessary for word recognition, comprehension, interpretation and analysis

- f. Identify high-frequency sight words in context.
- g. Read aloud short sentences that are statements, questions, and exclamations with understandable intonation (e.g., rising pitch at ends of questions).
- h. Read aloud simple passages with few errors
- j. Build vocabulary by reading and viewing from a wide variety of sources.

### **Writing**

ESL I.W.1 The student will develop the structural skills of the writing process.

- bb. Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
- cc. Formulate simple negative sentences.
- dd. Formulate simple negative sentences with “be” and “do” in declarative statements. (e.g., “He is not here.” ”Manuel does not play Nintendo.”)

### **Sample Tasks:**

Measurements

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature

Requesting information and assistance

Negotiating and managing interaction to accomplish tasks

Explaining actions

Elaborating and extending other people's ideas and words

### **Third Six Weeks:**

#### **Listening:**

ESL I.L.1 Students will show understanding of academic vocabulary.

- a. Demonstrate understanding of everyday vocabulary.
- b. Demonstrate understanding of prepositions of place and time.

ESL I.L.2 Students will demonstrate an understanding of various forms of oral communication.

- a. Recognize simple statements (SV or SVO in the present tense) that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle).

#### **Speaking:**

ESL I.S.3 Students will use appropriate sentence construction for clear communication.

- a. Formulate simple sentences.
- b. Show ability to use simple present simple past tense of verbs accurately.
- c. Use contractions made with “not” to negate a statement.
- d. Use articles (“a (n)”, “the” or Æ) in context.
- e. Demonstrate an ability to use prepositions of place (e.g., give a complete sentence answer to questions about the positions of objects, such as: Where is the book? The book is on the table).
- f. Use words to describe a picture.

#### **Reading:**

ESL I.R.1 The student will develop the reading skills necessary for word recognition, comprehension, interpretation and analysis.

- f. Identify high-frequency sight words in context.
- g. Read aloud short sentences that are statements, questions, and exclamations with understandable intonation (e.g., rising pitch at ends of questions).
- h. Read aloud simple passages with few errors.
- i. Read aloud short passages.
- j. Build vocabulary by reading and viewing from a wide variety of sources.

- k. Identify antonyms (e.g., hot and cold, up and down, over and under, big and small)

### **Writing:**

ESL I.W.1 The student will develop the structural skills of the writing process.

- a. Write the correct form of verbs.
- b. Form possessive nouns correctly (e.g., Bill's coat).
- c. Write the correct form of irregular noun plurals (e.g., child/children).
- d. Use indefinite articles "a" and "an" correctly with count nouns.
- e. Use the correct number and case of personal pronouns for the subject.
- f. Use demonstrative pronouns appropriately (e.g., "These are apples")
- g. Use common comparative and superlative forms of adjectives (e.g., bigger; strongest).
- h. Use possessive adjectives.
- i. Spell beginning level words.
- j. Spell common contractions.
- k. Use periods at the ends of sentences.
- l. Use question marks at the ends of questions.
- m. Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- n. Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).

### **Sample Tasks:**

Sharing and requesting information  
Expressing needs, feelings, and ideas  
Using non-verbal communication in social interactions  
Getting personal needs met  
Developing relationships with others  
Engaging in transactions  
Following oral and written directions, implicit and explicit  
Requesting and providing clarification  
Participating in full class group and pair discussions  
Asking and answering questions  
Requesting information and assistance

### **Fourth Six Weeks:**

#### **Listening:**

ESL I.L.1 Students will show understanding of academic vocabulary.

- a. Demonstrate understanding of everyday vocabulary.
- b. Demonstrate understanding of prepositions of place and time.

ESL I.L.2 Students will demonstrate an understanding of various forms of oral communication.

- a. Recognize simple statements (SV or SVO in the present tense) that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding

- a bicycle).
- b. Demonstrate an understanding of verbal directions pertaining to one identifying criterion (e.g., point to the “tall” boy).
- c. Answer literal oral comprehension questions.
- d. Demonstrate understanding of simple language functions (e.g., greetings, requests, offers of help, apologies).
- e. Understand classroom survival directions (e.g., schedules, homework assignments, please sit down).

### **Speaking:**

ESL I.S.4 Students will use appropriate language functions to obtain and give information.

- a. Use the following language functions to communicate effectively in grade appropriate settings: asking permission; making and accepting apologies.

ESL I.S.5 Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

- a. Describe people, places or things with one adjective.

### **Reading:**

ESL I.R.1 The student will develop the reading skills necessary for word recognition, comprehension, interpretation and analysis.

- f. Identify high-frequency sight words in context.
- g. Read aloud short sentences that are statements, questions, and exclamations with understandable intonation (e.g., rising pitch at ends of questions).
- h. Read aloud simple passages with few errors.
- i. Read aloud short passages.
- j. Build vocabulary by reading and viewing from a wide variety of sources.
- k. Identify antonyms (e.g., hot and cold, up and down, over and under, big and small).
- l. Identify synonyms.
- m. Determine the answer to a literal question regarding the meaning of a simple passage.

### **Writing:**

ESL I.W.1 The student will develop the structural skills of the writing process

- aa. Edit mechanical writing errors based on the rules and features of grammar and sentences.
- bb. Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
- cc. Formulate simple negative sentences.
- dd. Formulate simple negative sentences with “be” and “do” in declarative statements. (e.g., “He is not here.” “Manuel does not play Nintendo.”)
- ee. Write a descriptive paragraph with a topic sentence and several supporting ideas.

## **Fifth Six Weeks:**

### **Listening:**

ESL I.L.1 Students will show understanding of academic vocabulary.

- a. Demonstrate understanding of everyday vocabulary.
- b. Demonstrate understanding of prepositions of place and time.

ESL I.L.2 Students will demonstrate an understanding of various forms of oral communication.

- a. Recognize simple statements (SV or SVO in the present tense) that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle).
- b. Demonstrate an understanding of verbal directions pertaining to one identifying criterion (e.g., point to the “tall” boy).
- c. Answer literal oral comprehension questions.
- d. Demonstrate understanding of simple language functions (e.g., greetings, requests, offers of help, apologies).
- e. Understand classroom survival directions (e.g., schedules, homework assignments, please sit down).

### **Speaking:**

ESL I.S.1 Students will communicate with appropriate pronunciation, intonation, and stress.

- a. Intelligibly pronounce basic vocabulary
- b. Pronounce the –s endings of plural nouns.

ESL I.S.2 Students will demonstrate knowledge of appropriate academic vocabulary.

- a. Name familiar classroom objects.
- b. Demonstrate knowledge of the use of comparative and superlative adjectives (only –er and –est forms).
- c. Demonstrate understanding of the use of action verbs (e.g., name a representation of an action verb).

Expressing likes, dislikes and needs

Selecting the appropriate register or degree of formality to use with different audiences by using standard English and vernacular dialects appropriately

Responding to and using slang, idioms, and humor appropriately

Determining when it is appropriate to use a language other than English

Determining appropriate topics for interaction

Understanding and respecting multi-cultural and ethnic diversity

### **Reading:**

ESL I.R.1 The student will develop the reading skills necessary for word recognition, comprehension, interpretation and analysis.

- f. Identify high-frequency sight words in context.
- g. Read aloud short sentences that are statements, questions, and exclamations with understandable intonation (e.g., rising pitch at ends of questions).
- h. Read aloud simple passages with few errors.

- i. Read aloud short passages.
- j. Build vocabulary by reading and viewing from a wide variety of sources.
- k. Identify antonyms (e.g., hot and cold, up and down, over and under, big and small).
- l. Identify synonyms.
- m. Determine the answer to a literal question regarding the meaning of a simple passage.
- n. Show understanding of the order of events within a sequence or a process (e.g., put a set of pictures in chronological order).
- o. Identify the main character in a story.

**Writing:**

- ESL I.W.1 The student will develop the structural skills of the writing process
- aa. Edit mechanical writing errors based on the rules and features of grammar and sentences.
  - bb. Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
  - cc. Formulate simple negative sentences.
  - dd. Formulate simple negative sentences with “be” and “do” in declarative statements. (e.g., “He is not here.” “Manuel does not play Nintendo.”)
  - ee. Write a descriptive paragraph with a topic sentence and several supporting ideas.

**Sample Tasks:**

Data Analysis

- a. Graphs
  - b. Charts
  - c. Parts of a Table
- Requesting information and assistance  
 Negotiating and managing interaction to accomplish tasks  
 Explaining actions  
 Elaborating and extending other people's ideas and words

**Sixth Six Weeks:**

**Listening:**

- ESL I.L.1 Students will show understanding of academic vocabulary.
- a. Demonstrate understanding of everyday vocabulary.
  - b. Demonstrate understanding of prepositions of place and time.
- ESL I.L.2 Students will demonstrate an understanding of various forms of oral communication.
- a. Recognize simple statements (SV or SVO in the present tense) that are accurate descriptions of pictures ( point to the picture that shows a girl riding

- a bicycle).
- b. Demonstrate an understanding of verbal directions pertaining to one identifying criterion (e.g., point to the “tall” boy).
- c. Answer literal oral comprehension questions.
- d. Demonstrate understanding of simple language functions (e.g., greetings, requests, offers of help, apologies).
- e. Understand classroom survival directions (e.g., schedules, homework assignments, please sit down).

### **Speaking:**

ESL I.S.1 Students will communicate with appropriate pronunciation, intonation, and stress.

- a. Intelligibly pronounce basic vocabulary
- b. Pronounce the –s endings of plural nouns.

ESL I.S.2 Students will demonstrate knowledge of appropriate academic vocabulary.

- a. Name familiar classroom objects.
- b. Demonstrate knowledge of the use of comparative and superlative adjectives (only –er and –est forms).
- c. Demonstrate understanding of the use of action verbs (e.g., name a representation of an action verb).

Expressing likes, dislikes and needs

Selecting the appropriate register or degree of formality to use with different audiences by using standard English and vernacular dialects appropriately

Responding to and using slang, idioms, and humor appropriately

Determining when it is appropriate to use a language other than English

Determining appropriate topics for interaction

Understanding and respecting multi-cultural and ethnic diversity

### **Reading:**

ESL I.R.1 The student will develop the reading skills necessary for word recognition, comprehension, interpretation and analysis.

- f. Identify high-frequency sight words in context.
- g. Read aloud short sentences that are statements, questions, and exclamations with understandable intonation (e.g., rising pitch at ends of questions).
- h. Read aloud simple passages with few errors.
- i. Read aloud short passages.
- j. Build vocabulary by reading and viewing from a wide variety of sources.
- k. Identify antonyms (e.g., hot and cold, up and down, over and under, big and small).
- l. Identify synonyms.
- m. Determine the answer to a literal question regarding the meaning of a simple passage..
- n. Show understanding of the order of events within a sequence or a process (e.g., put a set of pictures in chronological order).
- o. Identify the main character in a story.

## **Writing:**

ESL I.W.1 The student will develop the structural skills of the writing process

o. Use commas in addresses.

q. Use commas for any words and phrases in a series (e.g., Use packing tape, brown paper, and a black marking pen for the address.)

r Capitalize all salutations and closings.

aa. Edit mechanical writing errors based on the rules and features of grammar and sentences.

bb. Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

cc. Formulate simple negative sentences.

dd. Formulate simple negative sentences with “be” and “do” in declarative statements. (e.g., “He is not here.” “Manuel does not play Nintendo.”)

ee. Write a descriptive paragraph with a topic sentence and several supporting ideas.