

**English as a Second Language
Standards-Based Curriculum K – 12**

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developed by

**The Lancaster-Lebanon
Unified Plan Consortium
for ESL**

This ESL Standards-Based Curriculum was developed by the members of the Lancaster-Lebanon Unified Plan Consortium for ESL (UPC). The UPC consists of ESL teachers and other educators from several Pennsylvania school districts in Lancaster and Lebanon Counties. This consortium was formed in April 2000, in response to the need to write a K-12 ESL curriculum aligned to the standards of both TESOL (Teachers of English to Speakers of Other Languages) and the Pennsylvania Department of Education.

The curriculum writing was accomplished in two years during after-school meetings and numerous summer sessions. In actuality, this ESL K-12 comprehensive curriculum is composed of 16 individual curriculums across four grade blocks (K-3, 4-5, 6-8, and 9-12), each block consisting of curriculum for each of four language proficiency levels (ESL I, II, III, IV).

The ESL Standards-Based Curriculum is a first edition and will continue to be a work in progress. The curriculum represents the beginning of a comprehensive effort to provide ESL Curriculum, planned instruction, and assessment for school districts. Along with the on-going curriculum revision, the UPC will be developing the planned instruction and assessments in accordance with the curriculum.

If you have resources or materials that would facilitate this process, feel free to share them with us.

Frederick Shattls, ESOL Coordinator, Lebanon School District, Phone: 717-270-6761, E-mail: esol@teacher.com

Patricia Nachtrab Smith, ESL Coordinator, Donegal School District, Phone: 717-653-1871, E-mail: psmith@donegal.k12.pa.us

Donna Goserud, ESL Coordinator, Hempfield School District, Phone: 717-898-5530, E-mail: donnagoserud@hempfield.k12.pa.us

Denise Young, ESL Coordinator, Cocalico School District, Phone: 717-336-1531, E-mail: denise_young@cocalico.k12.pa.us

Executive Summaries of Language Proficiency Levels

ESL I	ESL II	ESL III	ESL IV
<p style="text-align: center;">NEGLECTIBLE-RECEPTIVE ENGLISH USER</p> <p>ESL I: (PL=0-1)</p> <p>Provides instruction for students with no or very limited English language proficiency. The content of ESL I presents to the student, developmentally and in natural acquisitional order, the language skills of listening, comprehension, speaking, reading and writing. Instructional emphasis is on developing the Basic Interpersonal Communication Skills (BICS) of the learner for him/her to acquire a survival/basic conversational oral proficiency in English and in the rudiments of reading and writing.</p>	<p style="text-align: center;">BEGINNING ENGLISH USER</p> <p>ESL II: (PL=2)</p> <p>Provides instruction for students with a limited, labored English proficiency. The content of ESL II is designed to increase the student's BICS level of language and to introduce him/her to the basic stages of Cognitive Academic Language Proficiency (CALP) necessary for success in the classroom. Instructional emphasis is on increasing listening, comprehension, speaking skills, and lexical knowledge while incorporating and using reading and writing skills that are developmentally and acquisitionally appropriate for the student's needs.</p>	<p style="text-align: center;">INTERMEDIATE ENGLISH USER</p> <p>ESL III: (PL=3)</p> <p>Provides instruction for students with an adequate, but limited English language proficiency. The content of ESL III is designed to refine the student's BICS level of language in listening-comprehension and speaking and to increase the student's CALP level of learning. Reading and writing instruction is emphasized to help the student optimize his/her literacy proficiency, especially in the content areas.</p>	<p style="text-align: center;">ADVANCED ENGLISH USER</p> <p>ESL IV: (PL=4)</p> <p>Provides instruction for students with a near-fluent English language proficiency. The content of ESL IV is designed to challenge the student to refine his/her CALP level of language in listening-comprehension, speaking, reading, and writing. Particular emphasis is given to mastering reading and writing skills applicable to all academic and career situations that reflect a native-like fluency and allow the student to function independently.</p>

Grade Block:

Goal 1: To use English to communicate in social settings.
Standard 1: Use English to participate in social interaction.

K-3

PA Standards: 1.6.3 A, D, E Speaking and Listening
1.3.3 F Reading, Analyzing and Interpreting Literature

Grade Block: K-3

Goal 1: To use English to communicate in social settings.

Standard 1: Use English to participate in social interaction.

ESL I	ESL II	ESL III	ESL IV
Respond non-verbally to one or two word directions and commands.	Respond verbally and non-verbally to multi-directional commands and instructions.		
	Respond to simple questions about self and family.	Volunteer general information to questions about self and family.	
		Contribute to discussions. (PA 1.6.3D)	
	Respond to simple who/what/when/ where questions correctly for information or clarification.	Respond with appropriate information or opinions to questions asked. (CI 1.6.3D)	Give simple explanations for opinions expressed.
		Clarify and restate information as needed.	Listen to others. (PA 1.6.3A)
	Listen to contributions of others. *(CI 1.6.3D)	Acknowledge the contributions of others. *(CI 1.6.3D)	
		Elicit information and ask clarification questions.	Distinguish fact from opinion. (CI 1.6.3A)

Unbolded, unnumbered items are TESOL descriptors and indicators.

Bolded items marked PA are standard statements.

Bolded items marked CI are PA content indicators.

* Before a number means that the statement and/or indicator is one and the same, only leveled/split apart.

Grade Block: K-3	Goal 1: To use English to communicate in social settings. Standard 1: Use English to participate in social interaction.
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ESL I	ESL II	ESL III	ESL IV
Engage listener's attention non-verbally to meet personal needs.	Engage listener's attention both verbally and non-verbally to share information or meet personal needs.	Ask questions as an aid to understanding. (CI 1.6.3A)	
Grant or seek permission non-verbally.	Respond non-verbally to simple greetings and farewells.	Respond to greetings, compliments, invitations, introductions, and farewells.	Offer greetings, compliments, invitations, introductions, and farewells.
Use non-verbal or single-word cues to participate in social interaction.	Give and ask for permission.		
	Participate in everyday conversation (within a small group). *(CI 1.6.3E)		Negotiate solutions to problems, interpersonal misunderstandings, and disputes.
		Participate in everyday conversation (within a large group). *(CI 1.6.3E)	

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Grade Block: K-3	Goal 1: To use English to communicate in social settings. Standard 1: Use English to participate in social interaction.		
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ESL I	ESL II	ESL III	ESL IV
Display appropriate turn-taking behaviors. *(CI 1.6.3D)	Listen to the contributions of others. *(CI 1.6.3D)	Acknowledge the contributions of others. *(CI 1.6.3D)	
Indicate interests or preferences by using pictures, giving a physical response, or producing a Y/N non-verbal or verbal response.	State in short phrases or short sentenced interests and preferences related to class situations or activities.	Indicate interests and preferences and express simple opinions related to class situations or activities.	Ask peers about their interests, preferences, and opinions and respond reflectively.
Indicate feelings and emotions non-verbally.	State feelings and emotions in single words, short phrases, or short sentences.	Describe feelings and emotions.	Give possible reasons for feelings and emotions.
		Report an emergency. (CI 1.6.3E)	Use the telephone to meet basic needs in limited social interaction.
		Give simple directions. *(CI 1.6.3E)	Give explanations. *(CI 1.6.3E)
		Conduct short interviews. (CI 1.6.3E)	

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Grade Block: K-3	Goal 1: To use English to communicate in social settings. Standard 1: Use English to participate in social interaction.
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			Read and respond to non-fiction and drama at grade level. *(PA 1.3.3F)
Copy and send a thank you note.	Write an invitation and a thank you note from a modeled practice.	Read/ write invitations and thank you's with guidance.	Compose invitations and thank you's independently.

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Grade Block:

K-3

Goal 1: To use English to communicate in social settings.
Standard 2: Interact in, through, and with spoken and written English for personal expression and enjoyment.

PA Standards: 1.2.3 B Reading Critically in All Content Areas
1.3.3 F Reading, Analyzing and Interpreting Literature
1.4.3 C Types of Writing
1.6.3 D, F Speaking and Listening
1.7.3 A Characteristics and Functions of the English Language

Grade Block: K-3	Goal 1: To use English to communicate in social settings Standard 2: Interact in, through, and with spoken and written English for personal expression and enjoyment.
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ESL I	ESL II	ESL III	ESL IV
Listen to and watch plays, films, stories, books, songs, poems, computer programs, and magazine.	Respond to plays, films, stories, books, songs, poems, computer programs, and magazines.	Read and respond to plays, films, stories, songs, books, poems, computer programs, and magazines.	Respond in written form to plays, films, stories, books, songs, poems, computer programs, and magazines.
Non-verbally make request for personal reasons.	Answer information questions for personal reasons. Make oral request for personal reasons.	Ask information questions for personal reasons.	
	Talk about a favorite food or a celebration with short phrases.	Talk about a favorite food or a celebration in complete sentences.	
Express enjoyment non-verbally while playing a game.	Express enjoyment verbally while playing a game.	Expand oral expressions of enjoyment while playing a game.	
	Identify a game, book, or computer program.	Recommend a game, book, or computer program.	Give reasons orally and in writing for recommending a game, book, or computer program.
Express humor through non-verbal means.	Express humor through verbal and non-verbal means.		

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Grade Block: K-3	Goal 1: To use English to communicate in social settings Standard 2: Interact in, through, and with spoken and written English for personal expression and enjoyment.
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ESL I	ESL II	ESL III	ESL IV
	Recount events of interests with one-word or two-word answers.	Recount events of interest.	Recount events of interest in written form.
			Use electronic media for research. (CI 1.2.3.B)
		Write an opinion. *(PA 1.4.3.C)	Write and opinion and support it with facts. *(PA 1.4.3C)
		Identify words from other languages that are commonly used English words. (PA 1.7.3A)	
	Name a favorite storybook character.	Describe a favorite storybook character.	Write about favorite storybook characters.
			Explain the importance of television, radio, film, and Internet in the lives of people. (CI 1.6.3F)

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Grade Block: K-3	Goal 1: To use English to communicate in social settings Standard 2: Interact in, through, and with spoken and written English for personal expression and enjoyment.
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ESL I	ESL II	ESL III	ESL IV
Participate non-verbally in a media project. (e.g. script, play) (1.2.3B)	Participate verbally in a media project (e.g. script, play) (1.2.3B)		Explain how advertising sells products. (CI 1.6.3F) Asses the quality of a media project (e.g. script, play, audio tape) that has been developed for a targeted audience. (CI 1.2.3B)
			Show or explain what was learned from the use of media (e.g. audiotape, computer download). (CI 1.6.3F)
			Identify techniques used in television and use the knowledge to distinguish between facts and misleading information. (CI 1.2.3B)

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