

**HILLSDALE PUBLIC SCHOOLS**

**HILLSDALE, NEW JERSEY 07642**

**ENGLISH AS A SECOND LANGUAGE CURRICULUM**

**K – 8**

**February, 2007**

# ESL CURRICULUM OBJECTIVES SCOPE AND SEQUENCES K-8

## I. LISTENING/SPEAKING SKILLS

Grade Level

Objectives

K-8

### **A. Auditory Discrimination/Pronunciation** (3.4, 3.3)

1. The student is able to discriminate the sounds of Standard American English.
2. The student is able to pronounce: (3.3)
  - a. single consonant sounds
  - b. consonant clusters
  - c. vowel sounds
  - d. grade-level appropriate words, phrases, and sentences
3. The student is able to use correct stress and intonation in the production of words, phrases, and sentences(3.3).
4. The student is able to hear and identify rhyming words.

### **B. Vocabulary** (3.1:14)

1. The students will be able to vocabulary appropriate to the following: (3.1, 3.2, 3.3, 3.4)
  - a. greeting and courtesy expressions
  - b. health expressions
  - c. common tools
  - d. time expressions
  - e. calendar/holidays
  - f. weather/season expressions
  - g. cardinal and original numbers (grade-level appropriate)
  - h. colors
  - i. shapes
  - j. animals
  - k. clothing items
  - l. food items
  - m. community locations (places of interest)
  - n. transportation expressions
  - o. toys, games, and recreational activities

Grade Level

Objectives

K-8

**Vocabulary** continued:

- p. school
- q. family
- r. home
- s. occupations
- t. feelings

2. The student will be able to identify his or her own:  
(3.4.2.B1)
  - a. name
  - b. body parts
  - c. age
  - d. grade
  - e. school
  - f. gender
  - g. address
  - h. phone number
  - i. nationality
3. The student is able to understand/use idiomatic expressions.
4. The student is able to understand/use appropriate content area vocabulary.

**C. Descriptive Words** (3.1:8)

1. The student is able to describe pictures and objects using adjectives. (3.1, 3.2, 3.3, 3.4)
2. The student is able to show and say the opposite of a given word.
3. The student is able to make comparisons.

Grade Level

Objectives

K-8

**D. Grammatical Structures (3.1:9)**

1. The student is able to comprehend and to respond to questions requiring a yes/no answer (3.1, .3.2, 3.3, 3.4).
2. The student is able to make verbal commands
3. The student is able to name:
  - a. the regular plural forms of nouns
  - b. the irregular plural forms of nouns
4. The student is able to comprehend and produce sentences using the present tense of *to be*, *to have*, *to do*, *to get*, as a main verb in the following forms:
  - a. affirmative
  - b. negative
  - c. question
  - d. contractions (where applicable)
5. The student is able to comprehend and produce sentences using *there is* and *there are* expressions.
6. The student is able to comprehend and produce sentences using pronouns with the following functions:
  - a. subject
  - b. object
  - c. demonstrative
  - d. reflexive
7. The student is able to comprehend and produce sentences using the present progressive tense of verbs in the following forms:
  - a. affirmative
  - b. negative
  - c. questions (yes/no, "wh")
  - d. contractions

Grade Level

Objectives

K-8

**Grammatical Structures** continued

8. The student is able to comprehend and produce sentences using the simple present tense of verbs in the following forms:
  - a. affirmative
  - b. negative
  - c. questions (yes/no, "wh")
  - d. third person singular
  
9. The student is able to comprehend and produce sentences using coordinating conjunctions.
  
10. The student is able to comprehend and produce sentences using the possessive form of:
  - a. pronouns
  - b. nouns
  - c. adjectives
  
11. The student is able to respond to sentences and produce sentences using the following modals:
  - a. can
  - b. have to
  - c. must
  - d. would
  - e. could
  - f. should
  - g. ought to
  
12. The student is able to comprehend and produce sentences expressing the future tense in the following two ways:
  - a. *going to* plus the simple form of the verb in affirmative, questions, and contracted forms.
  - b. *will/shall* plus the simple form of the verb in the affirmative, negative, questions, and contracted forms.

Grade Level  
K-8

Objectives

**Grammatical Structures** continued

13. The student is able to comprehend and produce sentences using the regular/irregular past tense of verbs in the following forms:
- affirmative
  - negative
  - questions (yes/no, "wh")
- 4-8
14. The student is able to comprehend and produce sentences using the present perfect tense in the following forms:
- affirmative
  - negative
  - questions (yes/no, "wh")
15. The student is able to comprehend and produce sentences using the past continuous tense of verbs in the following forms:
- affirmative
- 7-8
16. The student is able to comprehend and produce gerunds.
17. The students is able to comprehend and produce sentences with dependent clauses:
- conditional "if"
  - cause and effect
  - restrictive relative
18. The student is able to comprehend and produce sentences using the past perfect tense of verbs in the following forms:
- affirmative
  - negative
  - questions (yes/no, "wh")

Grade Level

Objectives

K-8

**E. Verbal Expression (3.3)**

1. The student is able to express himself or herself by:
  - a. sharing a personal experience
  - b. describing a story sequence
  - c. participating in a group discussion
  - d. giving an oral book report
  - e. doing an informal oral interview

3-8

2-8

2. The student is able to express himself or herself by presenting a topic-oriented oral report.

K-8

3. The student will learn to alternate the rolls of speaker and listener, in conversational practice.
4. The student will participate in choral speaking (verbal expression of poems, plays, songs, and readings).

K-8

**F. Effective Listening (3.4)**

1. The student is able to listen attentively.
2. The student is able to comprehend and respond appropriately to a variety of oral communications.

K-8

**G. Technology/Computer Assisted Instruction (CAI): (CC 2:2) (3.5)**

1. The student will use various computer resources to enhance listening and speaking skills.

## ESL CURRICULUM OBJECTIVES SCOPE AND SEQUENCE K-8

### II. READING SKILLS

<u>Grade Level</u>	<u>Objectives</u>
K-8	<p><b>A. Letter Recognition (3.1)</b></p> <ol style="list-style-type: none"><li>1. The student is able to name the upper and lower case letters of the alphabet by sight:<ol style="list-style-type: none"><li>a. manuscript (handwritten)</li><li>b. type (print)</li><li>c. cursive</li></ol></li></ol>
3-8	
K-8	<p><b>B. Left-to-Right Progression: (3.1)</b></p> <ol style="list-style-type: none"><li>1. The student is able to demonstrate left-to-right progression on a page.</li></ol> <p><b>C. Numeral Recognition: (3.1)</b></p> <ol style="list-style-type: none"><li>1. The student is able to recognize and identify Arabic numbers in and out of sequence according to appropriate grade level requirements.</li></ol>
1-8	<p><b>D. Word Attack Skills: (3.1, 3.3)</b></p> <ol style="list-style-type: none"><li>1. The student is able to read initial, final, and medial consonants in decoding unfamiliar words.</li><li>2. The student is able to distinguish between long and short vowel sounds in a word according to its letter pattern:<ol style="list-style-type: none"><li>a. cvc</li><li>b. cvce</li><li>c. cvcc</li><li>d. cvvc</li></ol></li><li>3. The student is able to use the silent consonant rule to decode unfamiliar words.</li><li>4. The student is able to use initial, final, and medial consonant blends to decode unfamiliar words.</li></ol>



Grade Level

Objectives

1-8

**Word Attack Skills** continued

5. The student is able to use consonant digraphs in the initial, final, and medial position to decode unfamiliar words.

**E. Word Recognition** (3.1)

1. The student is able to recognize common sight words.
2. The student is able to recognize number words.

2-8

**F. Word, Phrase, and Sentence Comprehension**  
(3.1, 3.4, 3.5)

1. The student is able to identify the meaning of unfamiliar words from context clues using:
  - a. picture clues
  - b. referents
2. The student is able to identify the root of a word.

3-8

3. The student is able to identify the correct contextual meaning of words having multiple meanings.

4-8

4. The student is able to identify heteronyms.
6. The student is able to identify affixes (prefixes and suffixes).
7. The student is able to identify plural nouns.
8. The student is able to identify possessive words.
9. The student is able to identify the two words that form a contraction.

10. The student is able to identify common compound words.

Page 9

Grade Level

Objectives

**Word, Phrase, and Sentence Comprehension**

11. The student is able to divide words into syllables to decode unfamiliar words.

12. The student is able to identify synonyms.

13. The student is able to identify antonyms.

14. The student is able to identify homonyms.

15. The student is able to identify common analogies.

16. The student is able to identify basic parts of speech and word function within a sentence.

**G. Passage Comprehension (3.1, 3.2, 3.3, 3.4, 3.5)**

1-8

1. The student is able to identify a sequence of events:
  - a. stated
  - b. implied

3-8

2-8

2. The student is able to identify the difference between reality and fantasy.

3. The student is able to identify the main idea of reading passage:

3-8

- a. stated
- b. implied

4. The student is able to distinguish between major points and supportive details in a passage.

5. The student is able to identify a cause and effect relationship in a reading passage:

4-8

- a. stated
- b. implied

6. The student is able to draw a conclusion based on a

reading passage.

Page 10

<u>Grade Level</u>	<u>Objectives</u>
2-8	7. The student is able to predict the outcome of a reading passage.
4-8	8. The student is able to identify the meaning of figurative language in context: a. idioms b. similes c. metaphors
	9. The student is able to distinguish between fact and opinion.
3-8	10. The student is able to identify comparisons (similarities): a. stated
4-8	b. implied
3-8	11. The student is able to identify contrasts (differences): a. stated
4-8	b. implied
	12. The student is able to distinguish between relevant and irrelevant information in a reading passage.
5-8	13. The student is able to synthesize information (make generalizations).
6-8	14. The student is able to make judgments based on the reading passage.
	15. The student is able to identify the author's purpose in a reading passage.

<u>Grade Level</u>	<u>Objectives</u>
2-8	<b>H. Student Skills</b> (3.1, 3.2, 3.3, 3.4, 3.5) 1. The student is able to select appropriate materials and read for the purposes of: a. recreation
3-8	b. general information c. specific information
	2. The student is able to use a table of contents to locate information.
	3. The student is able to use an index to locate information (alphabetical order, page number).
2-8	4. The student is able to use a map to locate specific information
	5. The student is able to use test-taking strategies on standardized tests.
3-8	6. The student is able to use a dictionary to locate specific information: a. guide words b. entry word c. appropriate dictionary definitions
7-8	7. The student is able to apply organizational techniques: a. note taking b. outlining c. summarizing
4-8	8. The student is able to use a diagram or simple technical drawing to locate specific information.
5-8	9. The student is able to adopt a variety of reading techniques according to purpose and/or content: a. skimming b. scanning

4-8

c. rereading

Page 12

Grade Level

Objectives

3-8

10. The student is able to use a table, chart, or schedule to locate specific information.

3-8

**I. Library Skills (3.5)**

1. The student is able to name and locate appropriate resources in a library
2. The student is able to locate information in a library using a computer and/or card catalog.
3. The student is able to use appropriate key words on the computer to find more information (Internet, CAI, multimedia).

K-8

**J. Technology Skills/Computer Assisted Instruction (3.4, 3.5)**

1. The student will incorporate and apply various forms of technology such as CD ROM programs, Internet, and reference sources to enhance reading skills.

## ESL CURRICULUM OBJECTIVES SCOPE AND SEQUENCE K-8

### III. WRITING SKILLS

<u>Grade Level</u>	<u>Objectives</u>
K-8	<p><b>A. Manuscript Alphabet</b> (3.1, 3.2, 3.4)</p> <ol style="list-style-type: none"><li>1. The student is able to copy, print from dictation and proofread the upper and lower case letter of the alphabet.</li></ol>
	<p><b>B. Numerals</b> (3.1, 3.2, 3.4)</p> <ol style="list-style-type: none"><li>1. The student is able to copy, print from dictation, and proofread Arabic numbers according to appropriate grade level requirements.</li></ol>
K-8	<p><b>C. Mechanics</b> (3.1, 3.2)</p> <ol style="list-style-type: none"><li>1. The student is able to use correct capitalization.</li></ol>
1-8	<ol style="list-style-type: none"><li>2. The student is able to use correct punctuation.</li><li>3. The student is able to use correct spelling.</li><li>4. The student is able to use abbreviations correctly.</li><li>5. The student is able to use contractions correctly.</li></ol>
2-8	<ol style="list-style-type: none"><li>6. The student is able to divide a word correctly at the end of a line according to its syllabication.</li></ol>
1-8	<p><b>D. Manuscript Words, Phrases, and Sentences</b> (3.1, 3.2, 3.4)</p> <ol style="list-style-type: none"><li>1. The student is able to copy, print from dictation, and proofread words, phrases, and sentences appropriate to grade level.</li></ol>

Grade Level

Objectives

2-8

**E. Paragraphs** (3.1, 3.2, 3.4)

1. The student is able to copy, print from dictation and proofread paragraphs appropriate to grade level.

3-8

**F. Cursive Alphabet** (3.1, 3.2, 3.4)

1. The student is able to copy, write from dictation and proofread the upper and lower case letters of the alphabet.

**G. Cursive Words, Phrases, and Sentences**  
(3.1, 3.2, 3.4)

1. The student is able to copy, write from dictation and proofread words, phrases, and sentences.

**H. Cursive Paragraphs** (3.1, 3.2, 3.4)

1. The student is able to copy, write from dictation and proofread words, phrases, and sentences.

1-8

**I. Original Simple, Compound, and Complex Sentences** (3.2)

1. The student is able to write simple sentences in the affirmative and negative forms:
  - a. declarative
  - b. interrogative
  - c. imperative
  - d. exclamatory

4-8

2. The student is able to write compound sentences in the affirmative and negative:
  - a. declarative
  - b. interrogative
  - c. imperative
  - d. exclamatory

Grade Level

Objectives

7-8

**Original Simple, Compound, and Complex Sentences** continued

3. The student is able to write complex sentences in affirmative and negative forms:
  - a. declarative
  - b. interrogative
  - c. imperative
  - d. exclamatory
  - e. the student is able to use clausal order

1-8

**J. Expository or Creative Writing (3.2)**

1. The student is able to write sentences describing personal experiences and a story sequence.
2. The student is able to construct an informal outline.
3. The student is able to write a topic sentence.
4. The student is able to add supporting details.
5. The student is able to use logical sequence.

3-8

6. The student is able to proofread the rough draft.
7. The student is able to complete the final draft.
8. The student is able to choose a title.

7-8

9. The student is able to use common transitional words.
10. The student is able to use varied sentence structures.
11. The student is able to use relevant sentences only.



Grade Level

Objectives

3-8

**K. Book Reports (3.2)**

1. The student is able to write the title, author, illustrator and publisher.
2. The student is able to list and describe the main characters and discuss their motives.
3. The student is able to summarize the plot and identify the setting.
4. The student is able to write comments (opinion).

3-8

**L. Letters (3.2)**

1. The student is able to write friendly letters, invitations, thank you notes, and business letters.

6-8

**M. Applications and Forms (3.2)**

1. The student is able to complete applications and other forms.

**N. Summaries of Articles (3.2)**

1. The student is able to write short summaries.

7-8

**O. Expository or Creative Composition (3-5 paragraphs) (3.1, 3.2)**

1. The student is able to construct an outline.
2. The student is able to write a thesis statement.
3. The student is able to write introductory middle, and closing paragraphs.
4. The student is able to use logical sequence.
5. The student is able to use transitional words.
6. The student is able to use varied sentences.
7. The student is able to use relevant sentences only.
8. The student is able to proofread the rough draft.
9. The student is able to complete the final draft.

Grade Level

7-8

Objectives

**P. Short Research Paper** (3.1, 3.2)

1. The student is able to find references.
2. The student is able to make note cards.
3. The student is able to construct an outline.
4. The student is able to write a bibliography.
5. The student is able to write a thesis statement.
6. The student is able to compose a rough draft.
7. The student is able to proofread the rough draft.
8. The student is able to complete the final draft.

K-8

**Q. Technology/Computer Assisted Instruction**  
(3.5)

1. Students will incorporate and apply technology skills such as keyboarding, retrieving and managing and managing information, word processing, and using a spreadsheet in order to create a presentation and/or produce an end product.

## **LANGUAGE ARTS AND LITERACY STANDARDS**

### **STANDARD 3.1**

#### **ALL STUDENTS WILL SPEAK FOR A VARIETY OF REAL PURPOSES AND AUDIENCES**

##### **Descriptive Statement:**

Speaking, both formally and informally, is critical to the learning process. Language arts literacy develops when students in large and small groups engage in discourse and dialogue about literature, nonfiction, and topics of current concern and interest. Students should have opportunities to prepare and participate in more formal presentations, such as speeches, panel discussions, and debates. They should have opportunities to use language for a variety of other purposes, including questioning, sharing information, telling a humorous story, and helping others to achieve goals. Students should recognize that what they hear, write, read, and view contributes to the content and quality of their oral language.

## **LANGUAGE ARTS AND LITERACY STANDARDS**

### **STANDARD 3.2**

#### **ALL STUDENTS WILL LISTEN ACTIVELY IN A VARIETY OF SITUATIONS TO INFORMATION FROM A VARIETY OF SOURCES**

##### **Descriptive Statement:**

Through active listening, students gain understanding and appreciation of language and communication. They develop an awareness of the role of sound, including intonation, rhythm, pace, enunciation, volume, and quality, in combination with words and/or visual presentations to convey meaning. Effective listeners are able to restate, interpret, respond to, and evaluate increasingly complex messages conveyed through sound. Students should have opportunities to listen to language used for a variety of purposes including telling a story, sharing information, questioning, persuading, and helping others to achieve goals. Students should recognize that what they say, write, read, and view contributes to the content and quality of their listening experiences.

## **LANGUAGE ARTS AND LITERACY STANDARDS**

### **STANDARD 3.3**

#### **ALL STUDENTS WILL WRITE IN CLEAR, CONSISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES**

##### **Descriptive Statement:**

Writing is a complex process that may be used for self or others in communication, expression, and learning. Proficient writers have a repertoire of strategies that enables them to vary forms, styles and conventions in order to write for different audiences, contexts, and purposes.

Writing activities should include opportunities for students to think about their ideas and feelings and the events and people in their lives. Through writing, students are able to describe experiences, examine and organize their perceptions of them, and link them to events and experiences in the lives of others. Students should be helped to understand the recursive nature and shifting perspectives of the writing process, and should be encouraged to take risks, collaborate, and reflect as they compose increasingly complex texts. Students should be taught strategies that will assist them in writing clearly and in crafting their texts with appropriate conventions of spelling, grammar, and punctuation as they revise, edit, and publish. They should learn to examine their writing not only as a product but also as a mode of thinking. They should recognize that what they hear, speak, read, and view contributes to the content and quality of their writing. Writers need to be able to complete projects for a variety of purposes.

## **LANGUAGE ARTS AND LITERACY STANDARDS**

### **STANDARD 3.4**

#### **ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES**

##### **Descriptive Statement:**

Reading is a complex process through which readers actively construct meaning and connect with others' ideas. The reading process requires readers to relate prior knowledge and personal experiences to written texts; respond to texts in aesthetic and critical ways; recognize and appreciate print as a cuing system for meaning; and understand words, their variations, and their contexts. Students should recognize that what they hear, speak, write, and view contributes to the content and quality of their reading experiences.

Proficient readers use a repertoire of strategies (including phonics, context clues, and foreshadowing) that enables them to adapt to increasing levels of complexity, and they develop lifelong habits of reading and thinking. A diversity of materials provides students with opportunities to grow intellectually, socially, and emotionally as they consider universal themes, diverse cultures and perspectives, and the common aspects of human existence. The study of literature allows students to return to the materials and reconstruct meaning as they examine their own reading along with the writer's shaping of text and the cultural, historical, and psychological contexts for composing.

## **LANGUAGE ARTS AND LITERACY STANDARDS**

### **STANDARD 3.5**

#### **ALL STUDENTS WILL VIEW, UNDERSTAND, AND USE NONTEXTUAL VISUAL INFORMATION**

##### **Descriptive Statement:**

In the language arts literacy classroom, students learn how to view in order to be able to respond thoughtfully and critically to the visual messages of both print and nonprint. Effective viewing is essential to comprehend and respond to personal interactions, live performances, visual arts that involve oral and/or written language, and both print media (graphs, charts, diagrams, illustrations, photographs, and graphic design in books, magazines, and newspapers) and electronic media (television, computers, film). Students should recognize that what they speak, hear, write, and read contributes to the content and quality of their viewing.