



ENGLISH LANGUAGE LEARNING (GRADES K-8)



2012

English Language Learning Curriculum Guide

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March 2012
(Updated January 21, 2013)

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Philosophy Statement

Students are created in God's image with the unique ability to communicate. In our ELL classrooms, there will be a spirit of compassion and mercy to learn the English language. The students will receive quality instruction from trained professionals who strive to implement the best language learning strategies. As ELL teachers, we recognize that we are neither remedial nor language arts teachers. As a result, students will become fluent and comfortable with the English language in social and academic settings. At the end of their time in the program, the ELL students will demonstrate they can function independently at a grade-appropriate level.

Vision for Our English Language Learners

Spiritual Discerner

1. Students will integrate biblical principles and values into reading, writing, listening, and speaking.
2. Students will accept their worth as God's creation and understand God's love for them.

Moral and Ethical Citizen

1. Students will respect persons of other ages, races, cultures, faiths, and values.
2. Students will demonstrate self-control in attitude and behavior when writing and speaking on a topic.

Effective Communicator

1. Students will read and write skillfully with purpose.
2. Students will develop their ability to communicate confidently with others through speaking and listening.
3. Students will contribute to groups collaboratively using appropriate interpersonal skills.

Life Long Learner

1. Students will maintain intellectual curiosity through discussion and inquiry.
2. Students will utilize their unique skills and abilities to cultivate a love for English language learning.

Steward of Quality of Life

1. Students will recognize the value of learning new languages.
2. Students will appreciate the power language gives towards enjoying life.

Rational and Critical Thinker

1. In order to go beyond simply decoding text, students will utilize various reading strategies to comprehend what they read.
2. Students will be able to edit and revise their writing effectively.

Hallmarks

Academic Excellence

Recognizing God's character of excellence, we endeavor to pursue excellence in the instruction, study, and application of the English language. English Language Learning (ELL) instruction at Morrison takes place in an academic setting; therefore, we seek to maintain high expectations for learning while being sensitive to the leading of the Holy Spirit. Utilizing research-based strategies, ELL teachers strive to put the English language into a context for language learning that will cultivate the student's confidence and proficiency in the language. (Blamires, 1997; Marzano, 2001; Zemelman, Daniels, & Hyde, 1998)

Biblical Worldview Integration

Our aspiration is for students to experience the ELL content through the lens of the Bible. God's intent is for humans to communicate and interact with Him and others through the use of language. (Drexler, 2007; Elmer, 2006; Gaebelien, 1954; Graham, 2003; Haycock, 1993)

Classroom Environment

ELL classrooms maintain a low student to teacher ratio (maximum class size is eight students) resulting in increased direct instruction and interactions between students and teacher. (Kreuger & Whitmore, 2001; Mosteller, 1995; Project STAR)

Standards Based Curriculum and Assessment

The ELL department uses a systematic curriculum that ensures all benchmarks are taught and assessed multiple times to achieve mastery. This curriculum ensures continuity between language levels. Assessments are specifically aligned to the benchmarks to provide accurate feedback about student progress. (Guskey & Bailey, 2001; Marzano & Kendall, 1996; Marzano, 2006; Pollock, 2007; Popham, 2003)

Technology

Technology (e.g. computer software, interactive whiteboards, videos/DVDs, Internet, etc.) is not added to, but integrated with classroom instruction. In addition, technology is used by students to gather information, practice skills, and enrich their understanding of presented material. (Tomlinson, 1999; Trilling, 2009; Wepner, Valmont, & Thurlow, 2001)

Elementary Middle School Strands

- 1 Listening
- 2 Speaking
- 3 Reading
- 4 Writing
- 5 Grammar
- 6 Vocabulary

Scope and Sequence for Beginner to Upper Intermediate Year 2

Refer to language level benchmarks or Appendix B for more details

<i>Level</i>	<i>Listening/ Speaking</i>	<i>Reading</i>	<i>Writing</i>	<i>Grammar</i>	<i>Vocabulary</i>
Beg	<ul style="list-style-type: none"> - articulate phonemic sounds - follow oral directions - express wants and needs 	<ul style="list-style-type: none"> - decode text using phonetic code - demonstrate comprehension - read sight words 	<ul style="list-style-type: none"> - write a well-structured sentence 	<ul style="list-style-type: none"> - use prepositions of place - use pronouns 	<ul style="list-style-type: none"> - identify, name, and apply vocabulary related to different topics
Elem Y1	<ul style="list-style-type: none"> - articulate phonemic sounds - follow oral directions - express opinions - use proper stress and intonation 	<ul style="list-style-type: none"> - decode text using phonetic code - demonstrate comprehension - read sight words - read with fluency 	<ul style="list-style-type: none"> - write a well-structured sentence - use transition words - revise and edit 	<ul style="list-style-type: none"> - use correct subject/verb agreement - use adverbs - use adjectives - use articles - use pronouns - use present and past simple tense forms - use contractions - ask Y/N & WH questions 	<ul style="list-style-type: none"> - identify, name, and apply vocabulary related to different topics - use context clues
Elem Y2	<ul style="list-style-type: none"> - speak with stress and intonation - identify reductions and endings - recite a short poem 	<ul style="list-style-type: none"> - demonstrate comprehension - read sight words - read with fluency 	<ul style="list-style-type: none"> - write a well-structured sentence - write a paragraph - write a story - use transition words - revise and edit 	<ul style="list-style-type: none"> - use correct subject/verb agreement - use adverbs - use adjectives - use articles - use contractions - use prepositions of place - use present and past continuous tense forms 	<ul style="list-style-type: none"> - identify, name, and apply vocabulary related to different topics - use context clues - use synonyms and antonyms

PI Y1	<ul style="list-style-type: none"> - speak with stress and intonation - identify advanced reductions and linking - recite a short poem - support opinion with evidence 	<ul style="list-style-type: none"> - demonstrate comprehension - read sight words - read with fluency 	<ul style="list-style-type: none"> - write a well-structured sentence - write a paragraph - write a story - use transition words - revise and edit 	<ul style="list-style-type: none"> - use correct subject/verb agreement - use articles - use contractions - use future tense forms - use modals 	<ul style="list-style-type: none"> - use context clues - use homonyms - use affixes and roots - use idioms - apply previously learned vocabulary - apply academic words
PI Y2	<ul style="list-style-type: none"> - speak with stress and intonation - support opinion with evidence - take notes - present oral report 	<ul style="list-style-type: none"> - demonstrate comprehension - read with fluency - skim text - scan text 	<ul style="list-style-type: none"> - write a well-structured sentence - write a paragraph - write a story - use transition words - use vivid language - revise and edit 	<ul style="list-style-type: none"> - use prepositions of time - use articles - use contractions - ask tag questions 	<ul style="list-style-type: none"> - use context clues - use affixes and roots - use idioms - apply previously learned vocabulary - apply academic words
Int Y1	<ul style="list-style-type: none"> - speak with stress and intonation - take notes - present oral report 	<ul style="list-style-type: none"> - demonstrate comprehension - read with fluency - skim text - scan text 	<ul style="list-style-type: none"> - write a paragraph - write a story - write an essay - use transition words - use vivid language - revise and edit 	<ul style="list-style-type: none"> - use present perfect tense forms 	<ul style="list-style-type: none"> - use context clues - use affixes and roots - use idioms - use phrasal verbs - use connotations - apply previously learned vocabulary - apply academic words

Int Y2	<ul style="list-style-type: none"> - speak with stress and intonation - support opinion with evidence - take notes - present oral report 	<ul style="list-style-type: none"> - demonstrate comprehension - read with fluency - skim text - scan text 	<ul style="list-style-type: none"> - write a paragraph - write a story - write an essay - use transition words - use vivid language - revise and edit 	<ul style="list-style-type: none"> - use pronouns - use conditionals - use active and passive voice 	<ul style="list-style-type: none"> - use context clues - use affixes and roots - use idioms - use phrasal verbs - use connotations - apply previously learned vocabulary - apply academic words
UI Y1	<ul style="list-style-type: none"> - support opinion with evidence - take notes - present oral report 	<ul style="list-style-type: none"> - demonstrate comprehension - skim text - scan text 	<ul style="list-style-type: none"> - write a paragraph - write an essay - use transition words - revise and edit 	<ul style="list-style-type: none"> - use conditionals - use active and passive voice - use relative clauses 	<ul style="list-style-type: none"> - use context clues - use affixes and roots - use idioms - use phrasal verbs - use connotations - apply previously learned vocabulary - apply academic words
UI Y2	<ul style="list-style-type: none"> - support opinion with evidence - take notes - present oral report 	<ul style="list-style-type: none"> - demonstrate comprehension - skim text - scan text 	<ul style="list-style-type: none"> - write an essay - use transition words - revise and edit 	<ul style="list-style-type: none"> - use conditionals - use active and passive voice - use relative clauses 	<ul style="list-style-type: none"> - use affixes and roots - use idioms - use phrasal verbs - use connotations - use synonyms, antonyms, and homonyms - apply previously learned vocabulary - apply academic words

Resources for Instruction

Language Level	Approx. Grade Level	System-Wide Implementation	Suggested Resources
Beginner	K	Primary Phonics Storybooks (Educators Publishing Service)	<p>Comprehension Intervention (2 books: K-2, 3-6) http://www.heinemann.com/products/E03148.aspx</p> <p>Scaffolding for ELLs (2 books: K-2, 3-6) http://www.heinemann.com/products/E02847.aspx</p>
Elementary Y1	G1	Primary Phonics Storybooks (Educators Publishing Service)	Sadlier Phonics - Level B
Elementary Y2	G2	Comprehension Plus - Level B	
Pre-Intermediate Y1	G3	Wordly Wise (EPS) - Book 2	Comprehension Plus - Level C
Pre-Intermediate Y2	G4	Wordly Wise (EPS) - Book 3	
Intermediate Y1	G5	Wordly Wise (EPS) - Book 4	Vocabulary Connections - Levels D and E
Intermediate Y2	G6/G7	Wordly Wise (EPS) - Book 4/5	
Upper Intermediate Y1	G7/G8	Wordly Wise (EPS) - Book 5/6	
Upper Intermediate Y2	G8/G9	Wordly Wise (EPS) - Book 6/7	
	K-G6		<p>Sentence Structure and WH question books http://www.linguissystems.com/index/home (grammar and syntax section)</p>
	G6-8		<p>Step Up to Writing http://www.soprislearning.com/cs/Satellite?c=CLG_Content_P&childpagename=Sopris%2FSopris_Layout&cid=1277940919484&page name=Sopris_Wrapper&rendermode=previe wnoinsit</p>

Overview by Grade/Course

Beginner

The Beginner ELL course is a language-rich experience through which students acquire the foundations of English language learning. Students are taught fundamental skills in the areas of vocabulary (topical word lists), listening (recognizing the basic sounds of English and following directions), speaking (verbalizing the sounds of English and expressing wants and needs), reading (phonics and comprehension), and writing (letter formation and basic sentence structure).

Elementary Year 1

In Elementary Year 1 ELL, students begin to recognize, understand, and utilize the more complex written and spoken structures of the English language. Areas of focus include phonemic awareness, topical vocabulary study, past and present tense grammar structures, and reading comprehension.

Elementary Year 2

During Elementary Year 2 ELL, students continue to build a foundation for English language with a focus on more complex grammar structures and more advanced topical vocabulary lists. Students learn about the traits of organization in writing (starting with writing a topic sentence for a paragraph), they learn to express themselves in various ways by studying synonyms and antonyms for the vocabulary they use regularly, and they continue to hone their speaking and listening skills.

Pre-Intermediate Year 1

In Pre-Intermediate Year 1 ELL, students strengthen and develop the English language skills they have already begun to acquire during their education. Reading comprehension is a crucial focus of instruction in this course, and students are tasked with reading and responding to increasingly more challenging writing samples. Another key area of instruction is organization in writing, and students practice this trait as they learn to write well-structured paragraphs as well as narrative stories.

Pre-Intermediate Year 2

During Pre-Intermediate Year 2 ELL, students develop and enhance their knowledge and practical use of English. Students learn valuable skills such as how to skim and scan text for important information and how to deliver a quality oral report. Other areas of focus in this course are reading comprehension, vocabulary expansion, and the use of vivid and descriptive language in writing.

Intermediate Year 1

In Intermediate Year 1 ELL, students are equipped to understand and utilize English on a deepening level. Specific areas of focus in this course are reading comprehension and vocabulary expansion through the study of roots and affixes. Students are also taught to write an expository essay in this year of ELL and are encouraged to write with strong organization and descriptive language.

Intermediate Year 2

During the Intermediate Year 2 ELL course, students develop a rich understanding of the many facets of the English language. They learn practical language skills such as taking notes from listening and skimming and scanning text to find main ideas. Students develop writing skills by producing expository and narrative pieces, they practice speaking skills by performing oral reports, and they build language by studying academic vocabulary.

Upper Intermediate Year 1

Upper Intermediate Year 1 ELL is a course in which students sharpen the language skills that will help them succeed in their core classes. Areas of focus in this course are reading comprehension, advanced grammar structures, academic vocabulary, and expository and persuasive writing.

Upper Intermediate Year 2

During Upper Intermediate Year 2 ELL, students refine their English language skills in order to excel in English-speaking classrooms. Students practice writing (expository and persuasive essays), learn to express ideas in a variety of ways (using advanced synonyms, antonyms, and homonyms), enhance vocabulary through study of academic language, and study advanced grammar structures.

ELL Common Assessment

At Morrison, we aim to ensure that ELL students across all three campuses achieve certain benchmarks by the end of the year. Identifying the essential benchmarks for each language level is the beginning of that process. Developing common assessments based on the essential benchmarks will yield a snapshot of the language learning our students have achieved by the end of the school year. Hence, it is with this intention in mind that our common assessments are developed. ELL teachers will administer and score their own common assessments. The common assessment should not be included in the students' grade. Data of the common assessments will be reported and shared among all three campuses so further professional dialogue can take place to analyze data in order to inform best practices of ELL teaching.

Moderate and Significant Levels of ELL Instruction

Both moderate and significant levels of ELL instruction are based on the ELL curriculum guide. ELL teachers will follow the corresponding leveled benchmarks when planning instruction for moderate ELLs. For significant ELLs, ELL teachers will tailor the instruction to meet the specific needs of the students in order to bridge the gaps and scaffold learning for them.

Beginner Benchmarks

Listening

- L1: I can tell the difference between the phonemic sounds in English.
- L2: I can follow oral directions.

Speaking

- S1: I can accurately articulate the sounds of spoken English (the sounds of the 26 letters of the alphabet, including both the long and short sounds of each vowel).
- S2: I can express my wants/needs, likes/dislikes, and personal opinions appropriately.

Reading

- R1: I can decode text using the phonetic code of English.
- R2: I can read basic sight words from the Dolch list.
- R6: I can demonstrate comprehension of a text (Monitor Comprehension, Activate & Connect, Ask Questions, Infer Meaning, Determine Importance, Summarize & Synthesize).

Writing

- W1: I can write a well-structured sentence.

Grammar

- G1: I can correctly use prepositions of place.
- G3: I can correctly use pronouns.

Vocabulary

- V1: Given a picture or realia, I can identify, name, and apply vocabulary related to a topical list.

Elementary Year 1 Benchmarks

Listening

- L1: I can tell the difference between the phonemic sounds in English.
- L2: I can follow oral directions.

Speaking

- S1: I can accurately articulate the sounds of spoken English (the sounds of the 26 letters of the alphabet, including both the long and short sounds of each vowel).
- S2: I can express my wants/needs, likes/dislikes, and personal opinions appropriately.
- S3: I can speak with proper stress and intonation.

Reading

- R1: I can decode text using the phonetic code of English.
- R2: I can read basic sight words from the Dolch list.
- R5: I can read with fluency at my DRA level.
- R6: I can demonstrate comprehension of a text (Monitor Comprehension, Activate & Connect, Ask Questions, Infer Meaning, Determine Importance, Summarize & Synthesize).

Writing

- W1: I can write a well-structured sentence.
- W5: I can write using transition words in order to connect ideas.
- W7: I can revise and edit student compositions (self, peer, teacher assessment).

Grammar

- G2: I can construct sentences using adverbs.
- G3: I can correctly use pronouns.
- G4: I can construct sentences using adjectives.
- G5: I can correctly construct sentences using articles, quantifiers, possessive, and plural forms of nouns.
- G6: I can use verb tenses appropriately.
- G7: I can construct sentences using correct subject/verb agreement.
- G8: I can use appropriate question forms when speaking and writing.
- G12: I understand how contractions are used in speaking and writing.

Vocabulary

- V1: Given a picture or realia, I can identify, name, and apply vocabulary related to a topical list.
- V2: I can orally or by written means state the approximate meaning of new words from contextual clues from a leveled story.

Elementary Year 2 Benchmarks

Listening

L3: I can identify exact words spoken after hearing it at normal conversational speed.

Speaking

S3: I can speak with proper stress and intonation.

S4: I can speak publically with appropriate delivery skills.

Reading

R2: I can read basic sight words from the Dolch list.

R5: I can read with fluency at my DRA level.

R6: I can demonstrate comprehension of a text (Monitor Comprehension, Activate & Connect, Ask Questions, Infer Meaning, Determine Importance, Summarize & Synthesize).

Writing

W1: I can write a well-structured sentence.

W2: I can write a well-structured paragraph.

W4: I can write a narrative story.

W5: I can write using transition words in order to connect ideas.

W7: I can revise and edit student compositions (self, peer, teacher assessment).

Grammar

G1: I can correctly use prepositions.

G2: I can construct sentences using adverbs.

G4: I can construct sentences using adjectives.

G5: I can correctly construct sentences using articles, quantifiers, possessive, and plural forms of nouns.

G6: I can use verb tenses appropriately.

G7: I can construct sentences using correct subject/verb agreement.

G12: I understand how contractions are used in speaking and writing.

Vocabulary

V1: Given a picture or realia, I can identify, name, and apply vocabulary related to a topical list.

V2: I can orally or by written means state the approximate meaning of new words from contextual clues from a leveled story.

V3: I can express ideas in a variety of ways using synonyms and antonyms.

Pre-Intermediate Year 1 Benchmarks

Listening

L3: I can identify exact words spoken after hearing it at normal conversational speed.

Speaking

S3: I can speak with proper stress and intonation.

S4: I can speak publically with appropriate delivery skills.

S5: I can support my opinion in discussing various issues (with evidence).

Reading

R2: I can read basic sight words from the Dolch list.

R5: I can read with fluency at my DRA level.

R6: I can demonstrate comprehension of a text (Monitor Comprehension, Activate & Connect, Ask Questions, Infer Meaning, Determine Importance, Summarize & Synthesize).

Writing

W1: I can write a well-structured sentence.

W2: I can write a well-structured paragraph.

W4: I can write a narrative story.

W5: I can write using transition words in order to connect ideas.

W7: I can revise and edit student compositions (self, peer, teacher assessment).

Grammar

G5: I can correctly construct sentences using articles, quantifiers, possessive, and plural forms of nouns.

G6: I can use verb tenses appropriately.

G7: I can construct sentences using correct subject/verb agreement.

G12: I understand how contractions are used in speaking and writing.

Vocabulary

V2: I can orally or by written means state the approximate meaning of new words from contextual clues from a leveled story.

V3: I can express ideas in a variety of ways using homonyms.

V4: I can evaluate how affixes and roots affect the meaning of words.

V6: I can apply previously learned vocabulary.

V7: I am familiar with common sayings, idioms and phrases used in the United States.

V9: I can apply academic words.

Pre-Intermediate Year 2 Benchmarks

Listening

L4: I can take notes from listening with a provided outline (e.g. lecture, speech, instructions, etc...) that include pertinent information to the topic.

Speaking

S3: I can speak with proper stress and intonation.

S4: I can speak publically with appropriate delivery skills.

S5: I can support my opinion in discussing various issues (with evidence).

Reading

R3: I can skim text in order to state the main ideas.

R4: I can scan text to find specific items.

R5: I can read with fluency at my DRA level.

R6: I can demonstrate comprehension of a text (Monitor Comprehension, Activate & Connect, Ask Questions, Infer Meaning, Determine Importance, Summarize & Synthesize).

Writing

W1: I can write a well-structured sentence.

W2: I can write a well-structured paragraph.

W3: I can use vivid and descriptive language.

W4: I can write a narrative story.

W5: I can write using transition words in order to connect ideas.

W7: I can revise and edit student compositions (self, peer, teacher assessment).

Grammar

G1: I can correctly use prepositions.

G5: I can correctly construct sentences using articles, quantifiers, possessive, and plural forms of nouns.

G8: I can use appropriate question forms when speaking and writing.

G12: I understand how contractions are used in speaking and writing.

Vocabulary

V2: I can orally or by written means state the approximate meaning of new words from contextual clues from a leveled story.

V4: I can evaluate how affixes and roots affect the meaning of words.

V6: I can apply previously learned vocabulary.

V7: I am familiar with common sayings, idioms and phrases used in the United States.

V9: I can apply academic words.

Intermediate Year 1 Benchmarks

Listening

L4: I can take notes from listening with a provided outline (e.g. lecture, speech, instructions, etc...) that include pertinent information to the topic.

Speaking

S3: I can speak with proper stress and intonation.

S4: I can speak publically with appropriate delivery skills.

S5: I can support my opinion in discussing various issues (with evidence).

Reading

R3: I can skim text in order to state the main ideas.

R4: I can scan text to find specific items.

R5: I can read with fluency at my DRA level.

R6: I can demonstrate comprehension of a text (Monitor Comprehension, Activate & Connect, Ask Questions, Infer Meaning, Determine Importance, Summarize & Synthesize).

Writing

W2: I can write a well-structured paragraph.

W3: I can use vivid and descriptive language.

W4: I can write a narrative story.

W5: I can write using transition words in order to connect ideas.

W6: I can write an essay following the writing process using the following function (expository).

W7: I can revise and edit student compositions (self, peer, teacher assessment).

Grammar

G6: I can use verb tenses appropriately.

Vocabulary

V2: I can orally or by written means state the approximate meaning of new words from contextual clues from a leveled story.

V4: I can evaluate how affixes and roots affect the meaning of words.

V5: I am familiar with the use of connotations in expressing ideas.

V6: I can apply previously learned vocabulary.

V7: I am familiar with common sayings, idioms, and phrases used in the United States.

V8: I can construct sentences, orally and in written form, using phrasal verbs.

V9: I can apply academic words.

Intermediate Year 2 Benchmarks

Listening

L4: I can take notes from listening with a provided outline (e.g. lecture, speech, instructions, etc...) that include pertinent information to the topic.

Speaking

S3: I can speak with proper stress and intonation.

S4: I can speak publically with appropriate delivery skills.

S5: I can support my opinion in discussing various issues (with evidence).

Reading

R3: I can skim text in order to state the main ideas.

R4: I can scan text to find specific items.

R5: I can read with fluency at my DRA level.

R6: I can demonstrate comprehension of a text (Monitor Comprehension, Activate & Connect, Ask Questions, Infer Meaning, Determine Importance, Summarize & Synthesize).

Writing

W2: I can write a well-structured paragraph.

W3: I can use vivid and descriptive language.

W4: I can write a narrative story.

W5: I can write using transition words in order to connect ideas.

W6: I can write an essay following the writing process using the following function (expository).

W7: I can revise and edit student compositions (self, peer, teacher assessment).

Grammar

G3: I can correctly use pronouns.

G9: I can construct sentences using conditionals (If...then).

G11: I can construct sentences using active and passive voice.

Vocabulary

V2: I can orally or by written means state the approximate meaning of new words from contextual clues from a leveled story.

V4: I can evaluate how affixes and roots affect the meaning of words.

V5: I am familiar with the use of connotations in expressing ideas.

V6: I can apply previously learned vocabulary.

V7: I am familiar with common sayings, idioms, and phrases used in the United States.

V8: I can construct sentences, orally and in written form, using phrasal verbs.

V9: I can apply academic words.

Upper Intermediate Year 1 Benchmarks

Listening

L4: I can take notes from listening with a provided outline (e.g. lecture, speech, instructions, etc...) that include pertinent information to the topic.

Speaking

S4: I can speak publically with appropriate delivery skills.

S5: I can support my opinion in discussing various issues (with evidence).

Reading

R3: I can skim text in order to state the main ideas.

R4: I can scan text to find specific items.

R6: I can demonstrate comprehension of a text (Monitor Comprehension, Activate & Connect, Ask Questions, Infer Meaning, Determine Importance, Summarize & Synthesize).

Writing

W2: I can write a well-structured paragraph.

W5: I can write using transition words in order to connect ideas.

W6: I can write an essay following the writing process using the following functions (expository, persuasive).

W7: I can revise and edit student compositions (self, peer, teacher assessment).

Grammar

G9: I can construct sentences using conditionals (If...then).

G10: I can construct sentences using relative clauses.

G11: I can construct sentences using active and passive voice.

Vocabulary

V2: I can orally or by written means state the approximate meaning of new words from contextual clues from a leveled story.

V4: I can evaluate how affixes and roots affect the meaning of words.

V5: I am familiar with the use of connotations in expressing ideas.

V6: I can apply previously learned vocabulary.

V7: I am familiar with common sayings, idioms, and phrases used in the United States.

V8: I can construct sentences, orally and in written form, using phrasal verbs.

V9: I can apply academic words.

Upper Intermediate Year 2 Benchmarks

Listening

L4: I can take notes from listening with a provided outline (e.g. lecture, speech, instructions, etc...) that include pertinent information to the topic.

Speaking

S4: I can speak publically with appropriate delivery skills.

S5: I can support my opinion in discussing various issues (with evidence).

Reading

R3: I can skim text in order to state the main ideas.

R4: I can scan text to find specific items.

R6: I can demonstrate comprehension of a text (Monitor Comprehension, Activate & Connect, Ask Questions, Infer Meaning, Determine Importance, Summarize & Synthesize).

Writing

W5: I can write using transition words in order to connect ideas.

W6: I can write an essay following the writing process using the following functions (expository, persuasive).

W7: I can revise and edit student compositions (self, peer, teacher assessment).

Grammar

G9: I can construct sentences using conditionals (If...then).

G10: I can construct sentences using relative clauses.

G11: I can construct sentences using active and passive voice.

Vocabulary

V3: I can express ideas in a variety of ways using synonyms, antonyms, and homonyms.

V4: I can evaluate how affixes and roots affect the meaning of words.

V5: I am familiar with the use of connotations in expressing ideas.

V6: I can apply previously learned vocabulary.

V7: I am familiar with common sayings, idioms and phrases used in the United States.

V8: I can construct sentences, orally and in written form, using phrasal verbs.

V9: I can apply academic words.

Appendix A: Biblical Principles for English Language Learning

God

- A. Close and careful study of language reveals that God communicates with man throughout history. (Haycock, 1993, p. 2)
- B. Creativity, language, and story all parallel God's nature.

Creation

- A. Creation is full of meaning; our job as readers is to find truth.
- B. Creation is designed; the writer purposefully creates.

Mankind

- A. Beauty found in language is a human reflection of the divine.
- B. Writing reflects inner thoughts and desires; therefore, we study literature to understand people. (Haycock, 1993, p. 33)

Moral Order

- A. We must speak appropriately, according to the situation and the persons involved. (Haycock, 1993, p. 39)
- B. Written records enable us to know the past and learn from past events. (Haycock, 1993, p. 18)

Purpose

- A. It is God's plan that people should be able to use language effectively. (Haycock, 1993, p. 10)
- B. God values and has used language as a powerful tool throughout history to accomplish His purposes. (Haycock, 1993, pp. 18, 22)

Appendix B: Technology Integration into the ELL Curriculum

ELL K (Beg) - Q4 and Tech K: #5 & 6

R1: I can decode text (ex. e-books on the computer/an interactive device) using the phonetic code of English.

ELL 1 (E1) – Q4 and Tech 1: #6 & 7

R1: I can decode text (ex. e-books on the computer/ an interactive device) using the phonetic code of English.

ELL 2 (E2) – Q4 and Tech 2: #9 & 10

R6: I can demonstrate comprehension of a text (ex. e-books on the computer/ an interactive device) (Monitor Comprehension, Activate & Connect, Ask Questions, Infer Meaning, Determine Importance, Summarize & Synthesize).

ELL 3 (P1) – Q4 and Tech 3: #8 & 9

R6: I can demonstrate comprehension of a text (ex. e-books on the computer/ an interactive device) (Monitor Comprehension, Activate & Connect, Ask Questions, Infer Meaning, Determine Importance, Summarize & Synthesize).

ELL 4 (P2) – Q3 and Tech 4: #8

S5: I can support my opinion in discussing various issues, ex. internet safety discussions (with evidence).

ELL 5 (I1) – Q2 and Tech 5: #8

S5: I can support my opinion in discussing various issues, ex. internet safety discussions (with evidence).

ELL 6 (I2) – Q4 and Tech MS: #9

W6: I can write an essay (ex. using Word) following the writing process using the following functions (expository).

ELL 7 (U1) – Q4 and Tech MS: #9

W6: I can write an essay (ex. using Word) following the writing process using the following functions (persuasive).

ELL 8 (U2) – Q4 and Tech MS: #9

W6: I can write an essay (ex. using Word) following the writing process using the following functions (persuasive).

Appendix C: English Language Learning Curriculum Map

ELL Curriculum Map - Aligning ELL Benchmarks to Language Levels

		B	E1	E2	P1	P2	I1	I2	U1	U2
L1	I can tell the difference between the phonemic sounds in English.	1-4	1 - vowel discrimination	-						
L2	I can follow oral directions (TPR, language of instruction).	1,2 TPR (see TPR list tab)	1 - language of instruction	-	-	-				
L3	I can identify exact words spoken after hearing it at normal conversational speed (including reductions and linking in speech).			2 - common reductions/ can vs. can't; 3 - endings	4 - advanced reductions / linking					
L4	I can take notes from listening with a provided outline (e.g. lecture, speech, instructions, etc...) that include pertinent information to the topic.					3,4	4	3,4	1-4	1-4

		B	E1	E2	P1	P2	I1	I2	U1	U2
S1	I can accurately articulate the sounds of spoken English (the sounds of the 26 letters of the alphabet, including both the long and short sounds of each vowel). (31 total)	1-4	1	-						
S2	I can express my wants/needs, likes/dislikes, and personal opinions appropriately.	1,2 wants/needs	1 - opinions / agreeing & disagreeing	-						
S3	I can speak with proper stress and intonation.		2 - at the end of Qs & statements	2 - readers theater	4 - readers theater	4 - readers theater	1	1 - nouns/verbs (ex. divide/ division)	-	-
S4	I can speak publically with appropriate delivery skills.			4 - recites a short poem with appropriate volume, rate, and vocal variety	4 - recites a short poem with appropriate volume, rate, and vocal variety	4 - from written report	3 - Oral report	2 - Oral report	1 - Oral report	2 - Oral report
S5	I can support my opinion in discussing various issues (with evidence).				3	3	2	2	1	2

		B	E1	E2	P1	P2	I1	I2	U1	U2
R1	I can decode text using the phonetic code of English (see tab).	1-4	1-4	-						
R2	I can read basic sight words from the Dolch list (see tab).	3-4- PP	2 - Primer, Grade 1	1- Grade 2	1- Grade 3					
R3	I can skim text in order to state the main ideas.					1	2	3	2	2
R4	I can scan text to find specific items.					2	3	4	3	3
R5	I can read with fluency at my DRA level.		3--4	2--4	2--4	2--4	2--4	2--4	-	-
R6	I can demonstrate comprehension of a text (Monitor Comprehension, Activate & Connect, Ask Questions, Infer Meaning, Determine Importance, and Summarize & Synthesize).	1-4 (listening to stories)	1-4	1-4	1-4	1-4	1-4	1-4	1-4	1-4

		B	E1	E2	P1	P2	I1	I2	U1	U2
W1	I can write a well-structured sentence.	3,4 - caps & end marks	1 - uses correct end mark on declarative, interrogative sentences; 2,3 - word order in questions	1 - end marks + simple sentences; 2 - compound subjects w/agreement; compound verbs	1- compound sentences & conjunctions; 2- complex sentences & conjunctions	1- compound & complex sentences & their conj				
W2	I can write a well-structured paragraph (e.g. topic sentence, relevant supporting details, and a concluding sentence) <i>Reference the LA curriculum pages 88-92.</i>			3 - given a topic sentence	3	2	1	1	1	-
W3	I can use vivid and descriptive language.					3	2	2		
W4	I can write a narrative story.			4	4	3 (including dialog and punctuation)	2 (including dialog and punctuation)	2 (including dialog and punctuation)		
W5	I can write using transition words in order to connect ideas (see tab).		1 - List 1	4-List 2	2 - List 3	2 - List 4	4 - List 5	4 - List 6	2 - List 7	1 - List 8
W6	I can write an essay following the writing process using the following functions (expository, persuasive).						4 - exp	4 - exp	2 - exp; 4 - per	1 - exp; 4 - per
W7	I can revise and edit student compositions (self, peer, teacher assessment).		3--4	1--4	1--4	1--4	1--4	1--4	1--4	1--4

		B	E1	E2	P1	P2	I1	I2	U1	U2
G1	I can correctly use prepositions (see tab).	1,2- List 1		4 - List 2	-	1- List 3				
G2	I can construct sentences using adverbs.		2 - always, never, sometimes, usually	4 - comparative & superlative						
G3	I can correctly use pronouns.	3,4-subj	3-obj, 4-poss		-			1- referent		
G4	I can construct sentences using adjectives (possessive, demonstrative, comparative and superlative).	-	4 - poss., demonstrative	3- comparative & superlative						
G5	I can correctly construct sentences using articles, quantifiers, possessive, and plural forms of nouns.		4 - a vs. an	1 - possessive nouns 4 - quantifiers	1 -articles; 3 - quantifiers & plural nouns	1- irregular plural nouns	-		-	
G6	I can use verb tenses appropriately (modals=can, could, will, would, must, shall, should, ought).		2 - present tense forms (simple) 3 - past tense forms (simple)	3 - present & past tense forms (continuous)	2 - future tense: "will" v. "be going to"; 3- modals	-	1- present perfect tense	-	-	
G7	I can construct sentences using correct subject/verb agreement.		1-there is/there are; 2 - present tense forms (simple); 3 - BE verb past tense forms (simple)	3 - present & past tense forms (continuous)	2 - future tense: "will" v. "be going to"	-				
G8	I can use appropriate question forms when speaking and writing.	-	2 - present tense forms: Y/N & Wh; 3 - past tense forms: Y/N & Wh	-		2- tag questions				
G9	I can construct sentences using conditionals (If... then).							1	1	3
G10	I can construct sentences using relative clauses.								4	4
G11	I can construct sentences using active and passive voice.							3	3	3
G12	I understand how contractions are used in speaking and writing.		4	1	1	4				

		B	E1	E2	P1	P2	I1	I2	U1	U2
V1	Given a picture or realia, I can identify, name, and apply vocabulary related to a topical list (see tab).	1-4	1-4	1-4						
V2	I can orally or by written means state the approximate meaning of new words from contextual clues from a leveled story.		4	1	1	1	3	1	2	-
V3	I can express ideas in a variety of ways using synonyms, antonyms, and homonyms.			2 - synonyms; 3 - antonyms;	2 - homonyms	-	-	-	-	1-syn, ant, homo
V4	I can evaluate how affixes and roots affect the meaning of words (see tab).		-		3	3	2,4	1,3	4	2
V5	I am familiar with the use of connotations in expressing ideas.						3	3	3	3
V6	I can apply previously learned vocabulary.				1-4	1-4	1-4	1-4	1-4	1-4
V7	I am familiar with common sayings, idioms and phrases used in the United States (see tab).				4	4	4	4	4	4
V8	I can construct sentences, orally and in written form, using phrasal verbs (see tab).						1	2	3	4
V9	I can apply academic words (see tab).				1-4	1-4	1-4	1-4	1-4	1-4

Number of benchmarks in each level per quarter:

	B	E1	E2	P1	P2	I1	I2	U1	U2
Quarter 1	8	10	8	9	9	8	10	9	8
Quarter 2	8	10	8	10	9	10	10	10	9
Quarter 3	8	10	10	10	10	9	10	9	9
Quarter 4	8	10	10	10	10	10	10	9	9
Essential Benchmarks	R1, R6	R6, G6	R6, W2	R6, W2	R3, R6	R6, V4	R6, G12	R6, V9	R6, V9

Reporting:

For **K-5**: Adopt E, P, B, U (with subcategories of +/@/- for the six strands of reading, writing, listening, speaking, vocabulary, and grammar)

For **6-8**: Adopt E, P, B, U with a note on the report card that states ELL is not an Exploratory class (with +/@/- for the six strands indicated in the **comments box**)

K-8	All
E=90-100%	+ 90-100%
P=77-89%	@ 77-89%
B=60-76%	- 0-76%
U=0-59%	

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