ESOL I: Introductory Academic English (double blocked)

Students who take ESOL I begin a journey of adding a new language and culture to their international experiences. The course fosters a love for reading by using a readers’ workshop model that allows students to explore new texts in English. Students practice English across the domains of writing, speaking, listening, and reading in lessons that explore open-ended questions and model real-world environments to follow the interests of students. They use English to solve problems as well as to investigate personal interests and academic themes. Students learn social vocabulary quickly and build understanding of key academic vocabulary that spans across disciplines. The course explores students’ cultures and how these connect to their new community. Students use their strengths in these cultures and their native languages to learn English. The course builds a foundation for students to be successful in English 11; thus draws from standards common in English 9. Each student in ESOL I forms a graduation plan to achieve individualized post-secondary goals.

Academic Speaking

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<tr>
<th>ACPS Enduring Understandings &amp; Essential Standards Aligned to the Concept Above</th>
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<tr>
<td><strong>Enduring Understanding:</strong> Speaking builds confidence to solve problems, build relationships, and collaborate with others.</td>
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**Essential Standards:**

- **1.1A Presentational Speaking:** Present orally (using multiple media, the arts and technology) information in English that combines mostly learned and some original language in sentences and paragraphs (e.g. tell a simple story; begin a friendship, share opinions, ask for help, retell key events from a story read aloud; leave relevant messages for a teacher using google voice; give an oral presentation comparing U.S. culture to the student’s native culture; participate in a debate about an issue important in local politics).

- **1.1B Interpersonal Speaking** Participate in conversations with peers and other sympathetic listeners with supports such as visuals and routines (e.g. use English phrases such as “How do you say” “How do you spell” “How do you pronounce” “Can you repeat please” to learn new words; respond to teacher questions; ask for help, ask and respond to simple questions, respond non-verbally to classroom directions and stories; play simple interactive games such as “Twenty Questions”; participate in paired and small-group exchanges on familiar topics; take part in a think-pair-share session; follow a series of TPRS commands to arrange objects or reenact a story; follow directions to order a group of pictures; arrange symbols on a map while following a short, visually supported teacher presentation).
• 1.1C Form questions in response to a variety of media to deepen understanding, (e.g. ask for help, ask questions about name, age, family, favorite school subjects, weather, leisure activities, and places and services in the community; watch a short video on the Jamestown Colony and ask relevant questions using academic vocabulary).

• 1.1D Use oral English to categorize issues, situations, and regions shown in illustrations (e.g. point to pictures of biomes and say “desert” “tundra” et cetera; take pictures of locations and people in the school and orally present them to the class using categories such as “office,” “guidance,” “art department,” “gym,” et cetera.)

• 1.1E Use new vocabulary to describe places, events, and objects (e.g. visit Monticello and present a digital book using words such as “president” “slavery” and “expedition”; use words such as pupae and chrysalis to describe the life cycle of a butterfly).

• 1.1F Present ideas and information orally for academic purposes in simple, highly structured situations, (e.g. identify science equipment and explain content area concepts such as geometric shapes and mathematical operations while referring to a student-created poster; tell part of a story in a round-robin storytelling activity; retell key events from a photo montage or picture sequence). Teacher Prompt: “Please tell the class five facts about your topic. Use your poster to help you explain.”

• 1.1G Use the grammatical structures of spoken English appropriate for this level (see the language reference chart for level 1 at the end of this document).

• 1.1H Apply rules of pragmatics to choose vocabulary appropriate for particular social contexts, (e.g. differentiate between formal and informal registers and appropriate contexts for using each).

Essential Questions:
• How do we use speech to share our ideas and opinions?
• How can we use spoken language to solve both simple and complex problems?
• How do we match appropriate spoken language to different social and academic contexts?
• What are the most important oral language exchanges newcomers must navigate to advocate for themselves in school and the community?

WIDA Standards & Virginia English Standards of Learning
(Aligned to the ACPS Essential Standards Above)

By the end of the course, students will demonstrate the skills necessary to score at least a level 2.2 on the WIDA MODEL or the WIDA ACCESS for ELLs.

9.1 The student will make planned oral presentations independently and in small groups.
   a) Include definitions to increase clarity.
   b) Use relevant details to support main ideas.
   c) Illustrate main ideas through anecdotes and examples.
   d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
e) Use verbal and nonverbal techniques for presentation.

f) Evaluate impact and purpose of presentation.

g) Credit information sources.

h) Give impromptu responses to questions about presentation.

i) Give and follow spoken directions to perform specific tasks, answer questions, or solve problems.

j) Use a variety of strategies to listen actively.

k) Summarize and evaluate information presented orally by others.

l) Assume shared responsibility for collaborative work.

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**High School ESOL**

**Level 1**

**Academic Writing**

**ACPS Enduring Understandings & Essential Standards Aligned to the Concept Above**

**Enduring Understanding:** Writing empowers people to shape the world through the expression of information, opinions, ideas, and experiences.

**Essential Standards:**

- **1.1A Presentational Writing** Write with scaffolds (e.g. graphic organizers and visuals) to express ideas and opinions for academic purposes using all the components of effective paragraphs in multi-paragraph compositions that use main ideas and supporting details (e.g. write a response to songs that portray the immigrant experience in the U.S., produce a journal entry following a model or using sentence starters, rewrite a story in your own words; critique a machine-generated translation; compose a personal letter, note, or journal response; write a short story using limited vocabulary and basic idiomatic expressions or memorized phrase; create a group language-experience story about a tour of the school; write and sequence captions for a series of photographs of a class activity; complete a cloze passage using a word bank; write a poem using visual scaffolds, models, and/or sentence stems; use photos and other student-captured data to create a multimedia product with writing such as an ibook, picture dictionary, or blog that categorizes facets of life in students’ schools, neighborhoods, community, and/or country and compares these with students in another country).

- **1.2B Interpersonal Writing** Respond to email, text message, letter or other content and questions from another person with simple, learned language (e.g. write a letter of interest or email to a friend about one’s favorite activities, fill in an application for...
1.2C Organize information relating to a central idea in a paragraph with a topic sentence, supporting details, and a concluding sentence (e.g. follow a teacher think-aloud to write a paragraph about the variety of natural resources found in Virginia and a student’s native country; recount an event such as a school field trip using an introductory sentence, chronological order of events and details, and a concluding sentence). Teacher prompt: “What supporting details can you add to explain this topic sentence more?”

1.2D Take notes on spoken English using dictation and graphic organizers (e.g. write down a series of sentences stated by the teacher that relate to the themes of a unit studied in the class; take notes on the regions of the United States while watching a brief video about colonization and expansion).

1.2E Create categorical lists of academic vocabulary from videos, presentations, readings, and other media (e.g. write colonial site names such as Jamestown, St. Augustine, Santa Fe, New Amsterdam, New Orleans, Plymouth and categorize into English, French, Spanish, and Dutch colonies as a teacher or video describes the diverse colonial history of the United States).

1.2F Use pre-writing strategies, sentence stems, and graphic organizers to create multiple drafts of multi-paragraph compositions that appropriately use punctuation marks, periods, and other basic punctuation and grammatical structures appropriate for this level (see the language reference chart for level 1 at the end of this document) (e.g. brainstorm and record ideas on a topic, use the native language to generate ideas; draw or sketch ideas to formulate thoughts; respond to feedback from a teacher on a draft).

1.2G Respond to and analyze art, poetry, ideas, prompts, and presentations using writing in English mixed with the native language(s) (e.g. write characteristics of artwork from a variety of cultures in English and the native language; create and respond to poetry that uses both English and the native language, listen to a variety of music and record personal connections in English and the native language).

1.2H Organize writing in chronological, sequential, cause and effect, or spatial order in a paragraph using connecting devices and transition words and phrases (e.g. write about daily routines and descriptions of home or classroom using a teacher-provided model; write travel directions or the procedure for opening an email account; use connectives such as and, then, after, as a result of, consequently to link ideas; use modifiers such as beside, under, on the right side to indicate spatial relationships; use because and if/then to show cause and effect).

Essential Questions:

- How do people use writing to solve problems?
- How can you organize your ideas in writing?
- How can writing help you learn more about yourself?
- How can you use writing to connect with others?
### How does our purpose influence the way we write?

| WIDA Standards & Virginia English Standards of Learning  
(Aligned to the ACPS Essential Standards Above) |
|------------------------------------------------------|
By the end of the course, students will demonstrate the skills necessary to score a level 2.2 on the [WIDA ACCESS for ELLs](#).

9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.
- a) Generate, gather, and organize ideas for writing.
- b) Plan and organize writing to address a specific audience and purpose.
- c) Communicate clearly the purpose of the writing using a thesis statement where appropriate.
- d) Write clear, varied sentences using specific vocabulary and information.
- e) Elaborate ideas clearly through word choice and vivid description.
- f) Arrange paragraphs into a logical progression.
- g) Use transitions between paragraphs and ideas.
- h) Revise writing for clarity of content, accuracy and depth of information.
- i) Use computer technology to plan, draft, revise, edit, and publish writing.

9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

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### High School ESOL Level 1 Academic Listening

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**Enduring Understanding:** Listening allows people to actively engage with others to learn new ideas, succeed in the workplace, reach consensus, and participate in democracy.

**Essential Standards:**
- 1.3A Classify or match oral descriptions to categories using visual supports, (e.g. *identify civil rights leaders and classify them by their historical era based on teacher or student given oral descriptions; organize shapes at a student’s desk based on oral instructions from another student or the teacher*).
- 1.3B Sort oral language statements into past, present, and future (e.g. *label dictation sentences based on the tense they use*).
1.3C Demonstrate comprehension of specific information in simple directions, instructions, and short classroom presentations on personal and familiar topics, with contextual information and visual support (e.g. watch a do-it-yourself youtube video and identify the steps in sequence; respond non-verbally to classroom directions; follow a series of Total Physical Response commands to arrange objects; follow directions to order a group of pictures; retell key events from a simple story read aloud; arrange symbols on a map while following a short, visually supported teacher presentation).

1.3D Demonstrate respect for others’ opinions and incorporate others’ ideas into academic work (e.g. interview another student and present her or him to the class, emphasizing the student’s cultural background and the positive contributions he or she brings to class, use terms such as “I agree with…” and “In addition to what __________ said, I believe”).

1.3E Demonstrate understanding of clearly articulated, simple English on personal and familiar topics in highly structured interactive situations across a variety of speaking styles and accents (e.g. answer questions about personal information, interests, and experiences; participate in paired and small-group exchanges on familiar topics; take part in a think-pair-share session).

Essential Questions:
- What are the strategies I use to learn from my peers?
- What are strategies people use to identify the most important information in oral communication?
- How does effective active listening support the creation of new relationships?

WIDA Standards & Virginia English Standards of Learning
(Aligned to the ACPS Essential Standards Above)

By the end of the course, students will demonstrate the skills necessary to score a level 2.2 on the WIDA ACCESS for ELLs.

High School ESOL
Level 1
Academic Reading

ACPS Enduring Understandings & Essential Standards Aligned to the Concept Above

Enduring Understanding: Improving reading comprehension through strategies that are useful across disciplines fosters joy, empathy, and a wider perspective of the world.

Essential Standards:
- 1.3A Select instructionally appropriate texts to read for pleasure and academic purposes across a variety of genres in fiction and non-fiction (e.g. read a variety of poems and songs about the immigration experience in the U.S. and identify common themes that
connect to students’ own experiences, use written instructions to construct arduino circuits, understand group language-experience stories, choose appropriate leveled readers, use articles to research a topic of interest).

- 1.3B Create dramatizations of fictional and historical texts in collaboration with others (e.g. improvise a dialog between two characters in a short story; act out interactions among colonists at Jamestown after reading non-fiction accounts).
- 1.3C Identify the main idea of paragraphs, essays, chapters, and other texts (e.g. read an article about racial and ethnic diversity in the United States and identify the main idea in each paragraph; read stories in the Goodman 5-star reader series and other appropriate texts and make annotations on themes and main ideas).
- 1.3D Categorize information by its source or genre and match sentence-level descriptions of objects and situations to visuals (e.g. match sentences describing the triangle trade of colonial America to an image of the system; match sentences describing the causes of the American Revolution to images that represent those causes).
- 1.3E Identify some simple literary elements in short prose texts and simple poems on familiar topics (e.g. rhyming words, descriptive adjectives, repetition). Teacher Prompt: Why do you think the author repeated those words?
- 1.3F Use reading comprehension strategies before, during, and after reading to understand texts (e.g. preview vocabulary create key questions as a class before reading; brainstorm and relate prior knowledge and experiences to topics in texts; apply sight recognition and phonetic decoding to read words and sentences; use pictorial clues to predict meaning; reread key words to clarify meaning. Teacher Prompt: How does the picture help you to understand or guess what the text is about?
- 1.3G Identify features of simple texts that help convey meaning (e.g. titles, headlines, illustrations and photographs, captions and labels, charts, graphs, symbols, page numbers, table of contents, source of information).
- 1.3H Use a variety of resources to determine the meaning of unfamiliar words (e.g. use pictorial and bilingual dictionaries, classroom word walls, and personal word banks; check meaning with a native-language partner).
- 1.3I Use vocabulary acquisition strategies to build vocabulary (e.g. make word lists of personally relevant vocabulary; compile thematic lists of key concept vocabulary for classroom study; use bilingual stories to infer meanings of English words). Teacher Prompt: What strategies help you to learn and remember new words?
- 1.3J Compare and contrast systems and patterns in English with the students’ native languages to demonstrate a new understanding of both, (e.g. use cognates, phonemes and other elements of language similar across English and the student’s native language to support English acquisition.)

Essential Questions:
- What strategies can we use to learn new words?
- How can we learn from the experiences of characters in books?
- How does reading about different perspectives and experiences help us to understand ourselves and the world?
- How do good readers develop a love of books?

WIDA Standards & Virginia English Standards of Learning
By the end of the course, students will demonstrate the skills necessary to score a level 2.2 on the WIDA ACCESS for ELLs.

9.2 The student will produce, analyze, and evaluate auditory, visual, and written media messages.
   a) Determine the purpose of the media message and its effect on the audience.
   b) Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content.

9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
   a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
   b) Use context, structure, and connotations to determine meanings of words and phrases.
   c) Discriminate between connotative and denotative meanings and interpret the connotation.
   d) Identify the meaning of common idioms.
   e) Identify literary and classical allusions and figurative language in text.
   f) Extend general and specialized vocabulary through speaking, reading, and writing.
   g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.
   a) Identify author’s main idea and purpose.
   b) Summarize text relating supporting details.
   c) Identify the characteristics that distinguish literary forms.
   d) Use literary terms in describing and analyzing selections.
   e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
   f) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.
   g) Analyze the cultural or social function of a literary text.
   h) Explain the relationship between the author’s style and literary effect.
   i) Explain the influence of historical context on the form, style, and point of view of a written work.
   j) Compare and contrast author’s use of literary elements within a variety of genres.
   k) Analyze how an author’s specific word choices and syntax achieve special effects and support the author’s purpose.
   l) Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.
   m) Use reading strategies to monitor comprehension throughout the reading process.
High School ESOL
Level 1
Bridging Cultures & Communities

ACPS Enduring Understandings & Essential Standards Aligned to the Concept Above

**Enduring Understandings:** Integration into a larger community leads people to acquire new language, share ideas, find new opportunities, feel a part of something larger than themselves, and build relationships with people who are both similar to and different from themselves.

**Essential Standards:**

- **1.5A** Compare, contrast, and identify value in all of the cultures represented in the classroom. Research cultural practices, including music and art, from different regions of the United States with an emphasis on the contributions of immigrants and a respect for diversity of all types (e.g. demonstrate understanding of the history of ethnic, racial, and gender discrimination and create classroom norms that counter this history; cooperate with peers to participate in special events for cultural holidays, family gatherings, traditions, and celebrations that represent the class’s diversity; identify characteristics of music and sports indigenous to different U.S. regions and other countries represented in the classroom; respond in simple language to a variety of art from various cultures represented in the classroom).

- **1.5B** Explore Albemarle County and other communities to investigate how English skills and U.S. cultural knowledge are applied beyond the classroom for recreational, educational, democratic, and occupational purposes (e.g. take field trips to Monticello, local public meetings of democratically elected officials, the courthouse, the downtown mall, the University of Virginia, a local orchard, or other regional places of interest; invite guest speakers to discuss the diverse civic, economic, cultural, and social aspects of the region; participate in clubs, internships, or work studies that bridge school and the English-speaking community of Charlottesville and Albemarle County; analyze data on U.S. culture and demographics and identify themes within this data; present in the target language common family and friendship structures in the U.S. and compare these to students’ own experiences).

- **1.5C** Use English in real-world (out-of-school) experiences with native speakers and connect this to post-secondary plans, (e.g. guest speakers from the community representing topics of interest to students including members of the community that represent the diverse experiences of immigrants; a field trip to local universities to discuss post-secondary options; a field trip to CATEC to learn about vocational opportunities for interested students).

- **1.5D** Form goals for post-secondary vocational and civic endeavors, and create a timeline for meeting these (e.g. interview guest speakers and others who have similar career interests; practice sharing a career idea and steps needed to reach this goal; identify a need in the community or a student’s family and articulate a plan to meet this need).

- **1.5E** Demonstrate respect for others by using English language that shows politeness and appreciation (e.g. use terms of politeness such as please, thank you, sir, ma’am, would you like, et cetera).

- **1.5F** Express a new understanding of personal identity in written and artistic materials that explore a student’s autobiography.
through the concept of immigration, multilingualism, and multiculturalism, (e.g. study a variety of art forms that represent ethnic diversity or migration and have students create their own art pieces that express their own perspectives).

- 1.5G Describe and adhere to procedures, norms, and rules in use in Albemarle County Public Schools (e.g. school attendance procedures, emergency procedures, fire alarms, appropriate dress, appropriate ways to address school staff and other students, showing respect for male and female classmates, showing respect for all racial and ethnic groups).

**Essential Questions:**
- How does diversity make us stronger?
- What opportunities are there for me to integrate into the school community?
- What is democracy?
- What defines the culture of the United States and Albemarle County?
- How does exposure to other cultures and languages shape our values?

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**Grammatical Structures Language Reference Chart – ESOL Level 1**

Nouns count: singular and plural of regular and high-frequency irregular nouns (e.g., table/tables, child/children)
- non-count (e.g., water, money, bread, coffee, sugar)
- possessive form of proper nouns (e.g., Pablo’s hat)
- articles a, an, the

Numbers cardinal
- ordinal (e.g., first, fifth, twentieth)

Pronouns subject: I, you, he,she, it, we, they
- object: me, you, him, her, it, us, them
- demonstrative: this/these, that/those

Impersonal expressions: It + be (e.g., It’s noisy in the classroom.)

Verbs be (e.g., I am a student.)
- there is/are
- have (e.g., I have a sister.)
- can: for ability and permission (e.g., I can dance. I can go to the dance.)
- simple present (e.g., I live in Canada.)
- simple past regular verbs (e.g., They talked to me.)
- simple past high-frequency irregular verbs (e.g., He came late.)
- simple future (e.g., We will meet in the library.)
- present progressive (e.g., She is sitting.)
contractions with be, do (e.g., She’s sitting. We don’t like that music.)
imperative forms (e.g., Come in. Sit down.)
let’s(e.g., Let’s ask the teacher.)
Adjectives possessive: my, your, his, her, its, our, their
high-frequency (e.g.,red, big, rainy, young, Canadian, round)
comparative/superlative (e.g., taller/tallest; happier/happiest)
some, any, every, all
Adverbs used to modify adjectives (e.g., very tall, really late)
some adverbs of frequency and time (e.g., today, always, never, sometimes, then)
too