

## CCSD English Language Learning Scope and Sequence 2010 - 2011

**STANDARD 1: Students will use English to communicate in social settings.**

**Benchmark 1: Students will use English to participate in social interaction.**

**12-9 Objectives:**

Entering	Beginning	Developing	Expanding	Bridging
1. Respond in nonverbal ways to instructions from peers.	1. Give one word answers in response to instructions or announcements.	1. Participate in oral discourse with familiar speakers.	1. Process and respond to discourse from unfamiliar speakers.	1. Evaluate the appropriateness of messages or information from a variety of sources.
2. Use basic formulaic utterances and isolated words (memorize survival phrases).	2. Increase strategic use of formulaic utterances to create original requests for the appropriate situation.	2. Form rudimentary sentences to initiate, sustain, and close communication.	2. Produce and respond to extended discourse.	2. Initiate, produce and respond to extended discourse.
3. Make personal introductions.	3. Complete forms and applications with identifying information (name, address, phone number, school).	3. Exchange personal information. Read real world writing (schedules, instructions, and applications).	3. Analyze, synthesize, and make inferences about personal information.	3. Read and comprehend detailed instructions (owner's manuals, etc.)
4. Respond appropriately to yes/no, which, either/or and how many questions.	4. Ask and respond to WH-questions (who, what, when, where, which).	4. Ask and respond to how and why questions and express ideas in complete sentences.	4. Ask and respond to questions with ease and fluency.	4. Ask questions and respond with details and Big Ideas

## 8-6 Objectives:

Entering	Beginning	Developing	Expanding	Bridging
1. Respond in nonverbal ways to instructions from peers.	1. Give one word answers in response to instructions or announcements.	1. Participate in oral discourse with familiar speakers.	1. Process and respond to discourse from unfamiliar speakers.	1. Evaluate the appropriateness of messages or information from a variety of sources.
2. Use basic formulaic utterances and isolated words (memorize survival phrases).	2. Increase strategic use of formulaic utterances to create original requests for the appropriate situation.	2. Form rudimentary sentences to initiate, sustain, and close communication.	2. Produce and respond to extended discourse.	2. Initiate, produce and respond to extended discourse.
3. Make personal introductions.	3. Provide identifying information (name, address, phone number, school.)	3. Exchange personal information. Read real world writing (schedules and instructions).	3. Restate personal information.	3. Analyze, synthesize, and make inferences about personal information.
4. Respond appropriately to yes/no, which, either/or and how many questions.	4. Ask and respond to WH-questions (who, what, when, where, which).	4. Ask and respond to how and why questions and express ideas in complete sentences.	4. Ask and respond to questions with ease and fluency.	4. Ask questions and respond with details and Big Ideas

## 5-K Objectives:

Entering	Beginning	Developing	Expanding	Bridging
1. Respond in nonverbal ways to instructions from peers.	1. Give one word answers in response to instructions or announcements.	1. Participate in oral discourse with familiar speakers.	1. Process and respond to discourse from unfamiliar speakers.	1. Evaluate the appropriateness of messages or information from a variety of sources.
<b>2. Use basic formulaic utterances and isolated words (memorize survival phrases).</b>	<b>2. Increase strategic use of formulaic utterances to create original requests for the appropriate situation.</b>	<b>2. Form rudimentary sentences to initiate, sustain, and close communication.</b>	<b>2. Produce and respond to extended discourse.</b>	<b>2. Initiate, produce and respond to extended discourse.</b>
3. Make personal introductions.	3. Provide identifying information (name, address, phone number, school, teacher.)	<b>3. Exchange personal information. Read real world writing (schedules and instructions).</b>	3. Restate or paraphrase personal information.	3. Analyze, synthesize, and make inferences about personal information.
<b>4. Respond appropriately to yes/no, which, either/or and how many questions.</b>	<b>4. Ask and respond to WH-questions (who, what, when, where, which).</b>	<b>4. Ask and respond to how and why questions and express ideas in complete sentences.</b>	<b>4. Ask questions and respond with details and Big Ideas</b>	<b>4. Ask and respond to all question types with ease and fluency.</b>

## CCSD English Language Learning Scope and Sequence 2010 - 2011

**STANDARD 1: Student will use English to communicate in social settings**

**Benchmark 2: Student will interact in, through, and with spoken and written English for personal expression and enjoyment.**

**12-9 Objectives:**

<b>Entering</b>	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>	<b>Bridging</b>
1. State preferences for types of music, games, TV programs, or recreational activities.	1. Recommend games, songs, books, films, poems, or computer programs and give reasons for selection.	1. Describe preferred movies, magazines, stories, or authors.	1. Discuss pros and cons of plays, films, stories, books, songs, poems, computer programs, or magazine articles.	1. Create original ideas to write plays, films, stories, books, songs, poems, computer programs, or magazine articles.
<b>2. Read bilingual books and draw pictures for personal expression and enjoyment.</b>	<b>2. Read predictable picture books and respond using CLOZE and matching activities.</b>	<b>2. Read complex picture books and state the Big Idea in complete sentences. Use simple sentences to write a summary.</b>	<b>2. Read and write a variety of genres in English for personal expression and enjoyment.</b>	<b>2. Evaluate a variety of texts in reading and writing in English for personal expression and enjoyment at the appropriate level.</b>
<b>3. Define and utilize the main components of a computer (keyboard, mouse, monitor, and internet).</b>	<b>3. Use search engines to find specific information and graphics online.</b>	<b>3. Develop communication skills through writing e-mails to a pen pal. Practice writing a resume and business letters.</b>	<b>3. Use the internet to research and paraphrase information in report form.</b>	<b>3. Use an online comic creator and Story Board to write and publish a story in comic form.</b>

## 8-6 Objectives:

Entering	Beginning	Developing	Expanding	Bridging
1. State preferences for types of music, games, TV programs, or recreational activities.	1. Recommend games, songs, books, films, poems, or computer programs and give reasons for selection.	1. Describe preferred movies, magazines, stories, or authors.	1. Discuss pros and cons of plays, films, stories, books, songs, poems, computer programs, or magazine articles.	1. Create original ideas to write plays, films, stories, books, songs, poems, computer programs, or magazine articles.
<b>2. Read bilingual books and draw pictures for personal expression and enjoyment.</b>	<b>2. Read predictable picture books and respond using CLOZE and matching activities.</b>	<b>2. Read complex picture books and state the Big Idea in complete sentences. Use simple sentences to write a summary.</b>	<b>2. Read and write a variety of genres in English for personal expression and enjoyment.</b>	<b>2. Evaluate a variety of texts in reading and writing in English for personal expression and enjoyment at the appropriate level.</b>
<b>3. Define and utilize the main components of a computer (keyboard, mouse, monitor, and internet).</b>	<b>3. Use search engines to find specific information and graphics online.</b>	<b>3. Develop communication skills through writing e-mails to a pen pal.</b>	<b>3. Use the internet to research and paraphrase information in report form.</b>	<b>3. Use an online comic creator and Story Board to write and publish a story in comic form.</b>

## 5-K Objectives:

Entering	Beginning	Developing	Expanding	Bridging
1. State preferences for types of music, games, TV programs, or recreational activities.	1. Recommend games, songs, books, films, poems, or computer programs and give reasons for selection.	1. Describe preferred movies, magazines, stories, or authors.	1. Discuss pros and cons of plays, films, stories, books, songs, poems, computer programs, or magazine articles.	1. Create original ideas to write plays, films, stories, books, songs, poems, computer programs, or magazine articles.
<b>2. Read bilingual books and draw pictures for personal expression and enjoyment.</b>	<b>2. Read predictable picture books and respond using CLOZE and matching activities.</b>	<b>2. Read complex picture books and state the Big Idea in complete sentences. Use simple sentences to write a summary.</b>	<b>2. Read and write a variety of genres in English and infer character traits.</b>	<b>2. Evaluate a variety of texts in reading and writing in English for personal expression and enjoyment at the appropriate level.</b>
<b>3. Define and utilize the main components of a computer (keyboard, mouse, monitor, and internet).</b>	<b>3. Use search engines to find specific information and graphics online.</b>	<b>3. Develop communication skills through writing e-mails to a pen pal.</b>	<b>3. Use an online comic creator and Story Board to write and publish a story in comic form.</b>	<b>3. Use the internet to research and paraphrase information in report form.</b>

**CCSD English Language Learning Scope and Sequence 2010 - 2011**

**STANDARD 1: Students will use English to communicate in social settings.**

**Benchmark 3: Students will use learning strategies to extend their communicative competence.**

**12-9 Objectives:**

<b>Entering</b>	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>	<b>Bridging</b>
1. Use the Roman alphabet and English pronunciation patterns to recognize consonants, short vowels, initial sounds, and CVC patterns.	1. Use the Roman alphabet and English pronunciation patterns to recognize, decode and correctly pronounce English short vowels, long vowels with CVCE patterns, and rhyming words. Compare and contrast short and long vowel sounds.	1. Use the Roman alphabet and English pronunciation patterns to recognize, decode and correctly pronounce consonant blends, and vowel pairs, digraphs, and r-controlled vowels. Recognize contractions.	1. Use the Roman alphabet and English pronunciation patterns to recognize, decode and correctly pronounce English vocabulary words with endings, y as a vowel.	1. Apply the Roman alphabet and English pronunciation patterns to recognize, decode and correctly pronounce English vocabulary words.
2. Identify word patterns in context. Categorize words by beginning, ending and middle sounds.	2. Identify compound words, simple antonyms, prefixes, and suffixes.	2. Use knowledge of affixes or root words to determine meaning in context (synonyms and antonyms). Use context clues to determine word meanings (homonyms).	2. Identify figures of speech and idioms.	2. Apply knowledge of structural analysis, cognates, or context to determine word meanings.
3. Respond to new language with a familiar person.	3. Interact in small group or paired activities.	3. Describe social activities in large groups.	3. Compare and contrast own personal experiences others in the class.	3. Participate in and contribute to social discussions in the classroom environment.
4. Locate facts or information on socially related topics.	4. Connect facts and opinions on socially related topics to personal schema.	4. Compare/contrast facts and opinions. Provide information that conflict with schema.	4. Relate facts to the Big Idea on socially related topics.	4. Apply facts or information from a Book Story to a Life Story.

## 8-6 Objectives:

Entering	Beginning	Developing	Expanding	Bridging
<p>1. Use the Roman alphabet and English pronunciation patterns to recognize consonants, short vowels, initial sounds, and CVC patterns.</p>	<p>1. Use the Roman alphabet and English pronunciation patterns to recognize, decode and correctly pronounce English short vowels, long vowels with CVCE patterns, and rhyming words. Compare and contrast short and long vowel sounds.</p>	<p>1. Use the Roman alphabet and English pronunciation patterns to recognize, decode and correctly pronounce consonant blends, and vowel pairs, digraphs, and r-controlled vowels. Recognize contractions.</p>	<p>1. Use the Roman alphabet and English pronunciation patterns to recognize, decode and correctly pronounce English vocabulary words with endings, y as a vowel.</p>	<p>1. Apply the Roman alphabet and English pronunciation patterns to recognize, decode and correctly pronounce English vocabulary words.</p>
<p>2. Identify word patterns in context. Categorize words by beginning, ending and middle sounds.</p>	<p>2. Identify compound words and simple antonyms.</p>	<p>2. Use knowledge of affixes or root words to determine meaning in context (prefixes, suffixes, synonyms and antonyms). Use context clues to determine word meanings (homonyms).</p>	<p>2. Identify figures of speech and idioms.</p>	<p>2. Apply knowledge of structural analysis, cognates, or context to determine word meanings.</p>
<p>3. Respond to new language with a familiar person.</p>	<p>3. Interact in small group or paired activities.</p>	<p>3. Describe social activities in large groups.</p>	<p>3. Compare and contrast own personal experiences others in the class.</p>	<p>3. Participate in and contribute to social discussions in the classroom environment.</p>
<p>4. Locate facts or information on socially related topics.</p>	<p>4. Connect facts and opinions on socially related topics to personal schema.</p>	<p>4. Compare/contrast facts and opinions. Provide information that conflict with schema.</p>	<p>4. Relate facts to the Big Idea on socially related topics.</p>	<p>4. Apply facts or information from a Book Story to a Life Story.</p>

**5-K Objectives:**

Entering	Beginning	Developing	Expanding	Bridging
<p>1. Use the Roman alphabet and English pronunciation patterns to recognize consonants, short vowels, initial sounds, and CVC patterns.</p>	<p>1. Use the Roman alphabet and English pronunciation patterns to recognize, decode and correctly pronounce English short vowels, long vowels with CVCE patterns, and rhyming words. Compare and contrast short and long vowel sounds.</p>	<p>1. Use the Roman alphabet and English pronunciation patterns to recognize, decode and correctly pronounce consonant blends, and vowel pairs, digraphs, and r-controlled vowels. Recognize contractions.</p>	<p>1. Use the Roman alphabet and English pronunciation patterns to recognize, decode and correctly pronounce English vocabulary words with endings, y as a vowel.</p>	<p>1. Apply the Roman alphabet and English pronunciation patterns to recognize, decode and correctly pronounce English vocabulary words.</p>
<p>2. Identify word patterns in context. Categorize words by beginning and ending sounds.</p>	<p>2. Identify compound words and simple antonyms. Categorize and differentiate words by middle vowel sound.</p>	<p>2. Use knowledge of affixes or root words to determine meaning in context (prefixes, suffixes, synonyms and antonyms).</p>	<p>2. Identify figures of speech and idioms. Use context clues to determine word meanings (homonyms).</p>	<p>2. Apply knowledge of structural analysis, cognates, or context to determine word meanings.</p>
<p>3. Respond to new language with a familiar person.</p>	<p>3. Interact in small group or paired activities.</p>	<p>3. Describe social activities in large groups.</p>	<p>3. Compare and contrast own personal experiences others in the class.</p>	<p>3. Participate in and contribute to social discussions in the classroom environment.</p>
<p>4. Locate words on socially related topics.</p>	<p>4. Locate and connect information on socially related topics to personal schema.</p>	<p>4. Compare/contrast facts and opinions. Provide information that conflict with schema.</p>	<p>4. Relate facts to the Big Idea on socially related topics.</p>	<p>4. Apply facts or information from a Book Story to a Life Story.</p>

## CSD English Language Learning Scope and Sequence 2010-2011

**STANDARD 2: Students will use English to achieve academically in all content areas.**

**Benchmark 1: Students will use English to interact in the classroom.**

**12-9 Objectives:**

<b>Entering</b>	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>	<b>Bridging</b>
1. Listen to, read and follow one step oral and written directions with visual support.	1. Listen to, read and follow two step oral and written directions with visual support.	1. Listen to, read and follow a series of oral and written directions with visual support.	1. Listen to, read and follow a series of oral and written directions without visual support.	1. Use multiple learning strategies associated with grade level oral discourse.
2. Respond to commands pertaining to classroom routines.	2. Respond to questions pertaining to multiple-step classroom routines.	2. Respond to explicit language pertaining to classroom procedures.	2. Respond to idiomatic expressions pertaining to classroom discussions.	2. Respond to figurative language pertaining to classroom discussions.
3. Request information or ask for assistance from teacher or peers.	3. Ask questions or exchange information with teacher or peers.	3. Ask questions to seek information or provide opinions, preferences, or wishes.	3. Ask for or provide clarification of information by restating ideas.	3. Express or respond to humor, sarcasm, idiomatic expressions or slang in conversation.
4. Observe peers during pair, small group or other classroom settings.	4. Engage in nonverbal ways with peers during pair, small group or other classroom settings.	4. Engage in task appropriate conversation with peers during pair, small group or other classroom settings.	4. Initiate and actively engage in task appropriate conversation with peers during pair, small group or other classroom settings.	4. Initiate, engage, and contribute substantially in appropriate conversation with peers during pair, small group or other classroom settings.

## 8-6 Objectives:

Entering	Beginning	Developing	Expanding	Bridging
1. Listen to, read and follow one step oral and written directions with visual support.	1. Listen to, read and follow two step oral and written directions with visual support.	1. Listen to, read and follow a series of oral and written directions with visual support.	1. Listen to, read and follow a series of oral and written directions without visual support.	1. Use multiple learning strategies associated with grade level oral discourse.
2. Respond to commands pertaining to classroom routines.	2. Respond to questions pertaining to multiple-step classroom routines.	2. Respond to explicit language pertaining to classroom procedures.	2. Respond to idiomatic expressions pertaining to classroom discussions.	2. Respond to figurative language pertaining to classroom discussions.
3. Request information or ask for assistance from teacher or peers.	3. Ask questions or exchange information with teacher or peers.	3. Ask questions to seek information or provide opinions, preferences, or wishes.	3. Ask for or provide clarification of information by restating ideas.	3. Express or respond to humor, sarcasm, idiomatic expressions or slang in conversation.
4. Observe peers during pair, small group or other classroom settings.	4. Engage in nonverbal ways with peers during pair, small group or other classroom settings.	4. Engage in task appropriate conversation with peers during pair, small group or other classroom settings.	4. Initiate and actively engage in task appropriate conversation with peers during pair, small group or other classroom settings.	4. Initiate, engage, and contribute substantially in appropriate conversation with peers during pair, small group or other classroom settings.

**5-K Objectives:**

Entering	Beginning	Developing	Expanding	Bridging
1. Listen to, read and follow one step oral and written directions with visual support.	1. Listen to, read and follow two step oral and written directions with visual support.	1. Listen to, read and follow a series of oral and written directions with visual support.	1. Listen to, read and follow a series of oral and written directions without visual support.	1. Use multiple learning strategies associated with grade level oral discourse.
2. Respond to commands pertaining to classroom routines.	2. Respond to questions pertaining to multiple-step classroom routines.	2. Respond to explicit language pertaining to classroom procedures.	2. Respond to idiomatic expressions pertaining to classroom discussions.	2. Respond to figurative language pertaining to classroom discussions.
3. Request information or ask for assistance from teacher or peers.	3. Ask questions or exchange information with teacher or peers.	3. Ask questions to seek information or provide opinions, preferences, or wishes.	3. Ask for or provide clarification of information by restating ideas.	3. Express or respond to humor, sarcasm, idiomatic expressions or slang in conversation.
4. Observe peers during pair, small group or other classroom settings.	4. Engage in nonverbal ways with peers during pair, small group or other classroom settings.	4. Engage in task appropriate conversation with peers during pair, small group or other classroom settings.	4. Initiate and actively engage in task appropriate conversation with peers during pair, small group or other classroom settings.	4. Initiate, engage, and contribute substantially in appropriate conversation with peers during pair, small group or other classroom settings.

## CSD English Language Learning Scope and Sequence 2010-2011

**STANDARD 2: Students will use English to achieve academically in all content areas.**

**Benchmark 2: Students will use English to obtain, process, construct, and provide subject matter information in written and spoken form.**

### 12-9 Objectives:

Entering	Beginning	Developing	Expanding	Bridging
<p><b>1. Match key vocabulary within graphic supported text to visuals.</b></p>	<p><b>1. Locate and list key phrases in graphics and texts.</b></p>	<p><b>1. Compare, contrast and summarize information in graphics and text.</b></p>	<p><b>1. Make generalizations and inferences from literary text.</b></p>	<p><b>1. Read and comprehend most content area texts with minimal support.</b></p>
<p>2. Copy facts and key words pertaining to current events and issues.</p>	<p>2. Identify ways of taking notes (graphic organizers, lists, question/answer, outlines).</p>	<p>2. Read actively. Take notes or produce outlines from written text and lectures (chapter notes, sequence notes, webs).</p>	<p>2. Express opinions or reactions to current events, issues or text in sentence form, using notes.</p>	<p>2. Evaluate validity of information from various sources.</p>
<p><b>3. Listen to oral discourse and identify key vocabulary.</b></p>	<p><b>3. Listen to oral discourse and complete CLOZE paragraphs using visually supported vocabulary.</b></p>	<p><b>3. Listen to oral discourse and identify the Big Idea and supporting details.</b></p>	<p><b>3. Listen to oral discourse and determine importance and make inferences and predictions.</b></p>	<p><b>3. Listen to oral discourse and evaluate the effectiveness of the speaker's message.</b></p>
<p>4. Identify key vocabulary from an oral discourse or media source.</p>	<p><b>4. Match information from media sources to titles of segments (such as headings and subtitles).</b></p>	<p><b>4. Develop outlines from oral discourse or media source.</b></p>	<p>4. Identify cause and effect and summarize information from media sources and oral discourse.</p>	<p><b>4. Make connections, evaluate and draw conclusions from oral discourse.</b></p>
<p>5. Identify words in a sentence.</p>	<p>5. Identify the parts of a sentence (subject, predicate, noun, verb). Recognize different kinds of sentences (statement, question, exclamation).</p>	<p>5. Identify fragments and run-ons. Differentiate the sentence types.</p>	<p>5. Combine simple sentences into complex ones using connectors.</p>	<p>5. Use proofreading marks to edit their own work for run-ons, fragments, and sentence types.</p>

6. Identify singular and plural nouns. Recognize articles (a, an, the).	8. Practice using articles correctly. Recognize common and proper nouns.	8. Identify count and non-count nouns. Form possessive nouns.	8. Practice using articles and nouns correctly.	8. Consistently use articles and nouns correctly in spoken and written form.
7. Identify common adjectives and personal pronouns.	7. Recognize adjectives and possessive pronouns in written and spoken form.	7. Use comparative and superlative forms of adjectives. Categorize adjectives according to proper use (people, objects, feelings, etc.).	7. Use adjectives and adverbs of sequence and frequency. Use a series of adjectives to create a description. Use reflexive pronouns.	7. Identify and use adjective and adverb phrases.
8. Identify simple prepositions of location.	8. Identify prepositions of time, location, and mathematical expressions.	8. Identify prepositions of direction, source of information, and description.	8. Recognize prepositions that occur after verbs.	8. Use prepositional phrases.
9. Associate common action verbs with pictures and dramatizations. Use the present tense of the verb to be. Use can and can't with common verbs.	9. Use the present continuous. Use simple tenses of to do and to have. Recognize present, past, and future.	9. Identify action verbs, linking verbs, and helping verbs. Use present past and future tenses. Recognize and use irregular verbs appropriately.	9. Use action, linking, and helping verbs. Contrast simple past and present perfect. Use passive voice in the present and past tense. Identify modal verbs.	9. Use present perfect continuous and past perfect. Use modal verbs consistently.

**8-6 Objectives:**

Entering	Beginning	Developing	Expanding	Bridging
1. Match key vocabulary within graphic supported text to visuals.	1. Locate and list key phrases in graphics and texts.	1. Compare, contrast and summarize information in graphics and text.	1. Make generalizations and inferences from literary text.	1. Read and comprehend most content area texts with minimal support.
2. Copy facts and key words pertaining to current events and issues.	2. Identify ways of taking notes (graphic organizers, lists, question/answer, outlines).	2. Read actively. Take notes or produce outlines from written text and lectures (chapter notes, sequence notes, webs).	2. Express opinions or reactions to current events, issues or text in sentence form, using notes.	2. Evaluate validity of information from various sources.
3. Listen to oral discourse and identify key vocabulary.	3. Listen to oral discourse and complete CLOZE paragraphs using visually supported vocabulary.	3. Listen to oral discourse and identify the Big Idea and supporting details.	3. Listen to oral discourse and determine importance and make inferences and predictions.	3. Listen to oral discourse and evaluate the effectiveness of the speaker's message.
4. Identify key vocabulary from an oral discourse or media source.	4. Match information from media sources to titles of segments (such as headings and subtitles).	4. Develop outlines from oral discourse or media source.	4. Identify cause and effect and summarize information from media sources and oral discourse.	4. Make connections, evaluate and draw conclusions from oral discourse.
5. Identify words in a sentence.	5. Identify the parts of a sentence (subject, predicate, noun, verb). Recognize different kinds of sentences (statement, question, exclamation).	5. Identify fragments and run-ons. Differentiate the sentence types.	5. Combine simple sentences into complex ones using connectors.	5. Use proofreading marks to edit their own work for run-ons, fragments, and sentence types.
6. Identify singular and plural nouns. Recognize articles (a, an, the).	6. Practice using articles correctly. Recognize common and proper nouns.	6. Identify count and non-count nouns. Form possessive nouns.	6. Practice using articles and nouns correctly.	6. Consistently use articles and nouns correctly in spoken and written form.

7. Identify common adjectives, and personal pronouns.	7. Recognize adjectives and possessive pronouns in written and spoken form.	7. Use comparative and superlative forms of adjectives. Categorize adjectives according to proper use (people, objects, feelings, etc.).	7. Use adjectives and adverbs of sequence and frequency. Use a series of adjectives to create a description. Use reflexive pronouns.	7. Identify and use adjective and adverb phrases.
8. Identify simple prepositions of location.	8. Identify prepositions of time, location, and mathematical expressions.	8. Identify prepositions of direction, source of information, and description.	8. Recognize prepositions that occur after verbs.	8. Use prepositional phrases.
9. Associate common action verbs with pictures and dramatizations. Use the present tense of the verb to be. Use can and can't with common verbs.	9. Use the present continuous. Use simple tenses of to do and to have. Recognize present, past, and future.	9. Identify action verbs, linking verbs, and helping verbs. Use present past and future tenses. Recognize and use irregular verbs appropriately.	9. Use action, linking, and helping verbs. Recognize passive voice in the present and past tense. Identify modal verbs.	9. Use modal verbs consistently. Contrast simple past and present perfect.

**5-K Objectives:**

Entering	Beginning	Developing	Expanding	Bridging
1. Match key vocabulary within graphic supported text to visuals.	1. Locate and list key phrases in graphics and texts.	1. Compare, contrast and summarize information in graphics and text.	1. Make generalizations and inferences from literary text.	1. Read and comprehend most content area texts with minimal support.
2. Copy facts and key words pertaining to current events and issues.	2. Begin to take notes (graphic organizers, lists, question/answer.)	2. Read actively. Take notes and categorize information using graphic organizers and schema folders.	2. Express opinions or reactions to current events, issues or text in sentence form, using notes.	2. Evaluate validity of information from various sources.
3. Listen to oral discourse and identify key vocabulary.	3. Listen to oral discourse and complete CLOZE paragraphs using visually supported vocabulary.	3. Listen to oral discourse and identify the Big Idea.	3. Listen to oral discourse and determine importance to identify supporting details.	3. Listen to oral discourse and make inferences and predictions.
4. Identify key vocabulary from an oral discourse or media source.	4. Match information from media sources to titles of segments (such as headings and subtitles).	4. Make predictions and connections from oral discourse with visual support.	4. Identify cause and effect and summarize information from media sources and oral discourse.	4. Make connections, evaluate and draw conclusions from oral discourse.
5. Identify words in a sentence.	5. Identify the parts of a sentence (noun, verb). Recognize different kinds of sentences (statement, question, exclamation).	5. Identify fragments and run-ons. Differentiate the sentence types.	5. Combine simple sentences into complex ones using connectors.	5. Use proofreading marks to edit their own work for run-ons, fragments, and sentence types.
6. Identify singular and plural nouns. Recognize articles (a, an, the).	6. Recognize common and proper nouns.	6. Identify count and non-count nouns. Form possessive nouns.	6. Practice using articles and nouns correctly.	6. Consistently use articles and nouns correctly in spoken and written form.

7. Identify common adjectives, and personal pronouns.	7. Recognize adjectives and possessive pronouns in written and spoken form.	7. Use comparative and superlative forms of adjectives. Categorize adjectives according to proper use (people, objects, feelings, etc.).	7. Use adjectives and adverbs of sequence and frequency. Use a series of adjectives to create a description. Use reflexive pronouns.	7. Identify and use adjective and adverb phrases.
8. Identify simple prepositions of location.	8. Identify prepositions of time and location.	8. Identify prepositions of direction, source of information, description and mathematical expressions.	8. Recognize prepositions that occur after verbs.	8. Use prepositional phrases.
9. Associate common action verbs with pictures and dramatizations. Use the present tense of the verb to be. Use can and can't with common verbs.	9. Use the present continuous. Use simple tenses of to do and to have. Recognize present, past, and future.	9. Identify verbs. Use present, past, and future tenses. Recognize and use irregular verbs appropriately.	9. Recognize linking and helping verbs. Contrast simple past and present. Recognize passive voice in textbooks. Identify modal verbs.	9. Recognize present perfect and past perfect. Use modal verbs consistently.

## CCSD English Language Learning Scope and Sequence 2010-2011

**STANDARD 2: Students will use English to achieve academically in all content areas.**

**Benchmark 3: Students will use appropriate learning strategies to construct and apply academic knowledge.**

**12-9 Objectives:**

<b>Entering</b>	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>	<b>Bridging</b>
1. Preview a text by looking at images and labeling them with English words.	1. Set a reading purpose and preview a reading selection. Connect pictures and captions during reading. Draw a picture in response after reading.	1. Set a reading purpose, preview, and plan before reading. Read with a purpose and connect during reading. Retell a story accurately after reading.	1. Follow the three steps of the reading process. Monitor comprehension during reading. Synthesize the reading into a Big Idea statement.	1. Explain, demonstrate the steps of the reading process and consistently use them before, during, and after reading.
2. Draw the Big Idea and supporting details of oral dictations and stories.	2. Write the Big Idea from oral and written discourse with visual support. Use the parts of a story to write a simple narrative (setting, characters, problem, and solution).	2. Recognize purposes and audiences for writing. Identify prewriting steps, write and revise a draft, edit and proofread, publish and present to an audience.	2. Identify a theme and use it to create original ideas by synthesizing information in English.	2. Create persuasive fiction and non-fiction reports based on notes and synthesized ideas from text and lectures.
3. Identify order and the common English expressions used to convey it.	3. Identify time, location, compare/contrast, and cause and effect order in the reading and writing process.	3. Identify order of importance. Expand use of cause and effect order in the reading and writing process. Identify cause and effect signal words.	3. Practice using time/location, compare/contrast, cause and effect, and order of importance in the reading and writing process.	3. Consistently use time/location, compare/contrast, cause and effect, and order of importance in the reading and writing process.
4. Use a bilingual dictionary to identify new word meanings.	4. Use images, author's gifts and context clues to infer word meanings. Use dictionary to verify.	4. Scan material to verify information or hypotheses.	4. Skim material for relevant information.	4. Revise thoughts and conclusions based on information from text.

5. Recognize basic sight words needed to complete assignments based on pictures and oral statements.	5. Demonstrate understanding of basic sight words by correct use in sentence and matching.	5. Construct original sentences using the General Service List.	5. Analyze the use of words from the General Service List in fiction and nonfiction reading and listening assignments.	5. Evaluate and select the most appropriate words from the General Service List to complete an assignment.
--	--	---	--	--

## 8-6 Objectives:

Entering	Beginning	Developing	Expanding	Bridging
1. Preview a text by looking at images and labeling them with English words.	1. Set a reading purpose and preview a reading selection. Connect pictures and captions during reading. Draw a picture in response after reading.	1. Set a reading purpose, preview, and plan before reading. Read with a purpose and connect during reading. Retell a story accurately after reading.	1. Follow the three steps of the reading process. Monitor comprehension during reading. Synthesize the reading into a Big Idea statement.	1. Explain, demonstrate the steps of the reading process and consistently use them before, during, and after reading.
2. Draw the Big Idea and supporting details of oral dictations and stories.	2. Write the Big Idea from oral and written discourse with visual support. Use the parts of a story to write a simple narrative (setting, characters, problem, and solution).	2. Recognize purposes and audiences for writing. Identify prewriting steps, write and revise a draft, edit and proofread, publish and present to an audience.	2. Identify a theme and use it to create original ideas by synthesizing information in English.	2. Create persuasive fiction and non-fiction reports based on notes and synthesized ideas from text and lectures.
3. Identify order and the common English expressions used to convey it.	3. Identify time, location, compare/contrast, and cause and effect order in the reading and writing process.	3. Identify order of importance. Expand use of cause and effect order in the reading and writing process. Identify cause and effect signal words.	3. Practice using time/location, compare/contrast, cause and effect, and order of importance in the reading and writing process.	3. Consistently use time/location, compare/contrast, cause and effect, and order of importance in the reading and writing process.
4. Use a bilingual dictionary to identify new word meanings.	4. Use images, author's gifts and context clues to infer word meanings. Use dictionary to verify.	4. Scan material to verify information or hypotheses.	4. Skim material for relevant information.	4. Revise thoughts and conclusions based on information from text.
5. Recognize basic sight words needed to complete assignments based on pictures and oral statements.	5. Demonstrate understanding of basic sight words by correct use in sentence and matching.	5. Construct original sentences using the General Service List.	5. Analyze the use of words from the General Service List in fiction and nonfiction reading and listening assignments.	5. Evaluate and select the most appropriate words from the General Service List to complete an assignment.

**5-K Objectives:**

Entering	Beginning	Developing	Expanding	Bridging
1. Preview a text by looking at images and labeling them with English words.	1. Set a reading purpose and preview a reading selection. Connect pictures and captions during reading. Draw a picture in response after reading.	1. Set a reading purpose, preview, and plan before reading. Read with a purpose and connect during reading. Retell a story accurately after reading.	1. Follow the three steps of the reading process. Monitor comprehension during reading. Synthesize the reading into a Big Idea statement.	1. Explain, demonstrate the steps of the reading process and consistently use them before, during, and after reading.
2. Draw the Big Idea and supporting details of oral dictations and stories.	2. Write the Big Idea from oral and written discourse with visual support. Use the parts of a story to write a simple 2-3 sentence paragraph.	2. Write a simple story using elements (setting, characters, problem, and solution). Identify prewriting steps (research, choose topic, brainstorm). Present writing to an audience.	2. Recognize purposes and audiences for writing. Engage in peer editing.	2. Create persuasive fiction and non-fiction reports based on notes and synthesized ideas from text and lectures.
3. Identify order and the common English expressions used to convey it (first, next, last).	3. Identify time and location order in the reading and writing process (beginning, middle, end).	3. Identify order of importance, cause and effect order in the reading and writing process. Identify cause and effect signal words.	3. Practice using time/location, compare/contrast, cause and effect, and order of importance in the reading and writing process.	3. Consistently use time/location, compare/contrast, cause and effect, and order of importance in the reading and writing process.
4. Use a bilingual dictionary to identify new word meanings.	4. Use images, author's gifts and context clues to infer word meanings. Use dictionary to verify.	4. Scan material to verify information or hypotheses.	4. Skim material for relevant information.	4. Revise thoughts and conclusions based on information from text.
5. Recognize basic sight words needed to complete assignments based on pictures and oral statements.	5. Demonstrate understanding of basic sight words by correct use in sentence and matching.	5. Construct original sentences using the General Service List.	5. Analyze the use of words from the General Service List in fiction and nonfiction reading and listening assignments.	5. Evaluate and select the most appropriate words from the General Service List to complete an assignment.

**CCSD English Language Learning Scope and Sequence 2010 - 2011**

**STANDARD 3: Students will use English in socially and culturally appropriate ways.**

**Benchmark 1: Students will use the appropriate language variety, register and genre according to audience, purpose, and setting.**

**12-9 Objectives:**

Entering	Beginning	Developing	Expanding	Bridging
1. Identify positive and negative language usage from illustrations and oral statements based on cultural expectations.	1. Demonstrate examples of culturally appropriate etiquette and manners associated with activities based on illustrations and oral descriptions.	1. Role play positive ways of interacting socially and culturally in real life situations such as peer pressure. Explain consequences of inappropriate language use.	1. Role play solutions to peer pressure and bullying situations based on oral and written descriptions.	1. Evaluate consequences of inappropriate language use based on oral and written scenarios.
<b>2. Differentiate formal and informal requests and use them appropriately. (Give me the pencil vs. May I please have a pencil).</b>	2. Share feelings and emotions, likes or dislikes in an appropriate manner.	<b>2. Negotiate solutions to problems, interpersonal misunderstandings, or disputes in an appropriate manner.</b>	<b>2. Use formal and informal language to persuade in an appropriate manner.</b>	2. Use formal and informal language appropriately in a variety of situations.

### 8-6 Objectives:

Entering	Beginning	Developing	Expanding	Bridging
1. Identify positive and negative language usage from illustrations and oral statements based on cultural expectations.	1. Demonstrate examples of culturally appropriate etiquette and manners associated with activities based on illustrations and oral descriptions.	1. Role play positive ways of interacting socially and culturally in real life situations. Explain consequences of inappropriate language use.	1. Role play solutions to peer pressure and bullying situations based on oral and written descriptions.	1. Evaluate consequences of inappropriate language use based on oral and written scenarios.
<b>2. Differentiate formal and informal requests and use them appropriately. (Give me the pencil vs. May I please have a pencil).</b>	2. Share feelings and emotions, likes or dislikes in an appropriate manner.	<b>2. Negotiate solutions to problems, interpersonal misunderstandings, or disputes in an appropriate manner.</b>	<b>2. Use formal and informal language to persuade in an appropriate manner.</b>	2. Use formal and informal language appropriately in a variety of situations.

### 5-K Objectives:

Entering	Beginning	Developing	Expanding	Bridging
1. Identify positive and negative language usage from illustrations and oral statements based on cultural expectations.	1. Demonstrate examples of culturally appropriate etiquette and manners associated with activities based on illustrations and oral descriptions.	1. Role play positive ways of interacting socially and culturally in real life situations. Explain consequences of inappropriate language use.	1. Role play solutions to peer pressure and bullying situations based on oral and written descriptions.	1. Evaluate consequences of inappropriate language use based on oral and written scenarios.
<b>2. Differentiate formal and informal requests and use them appropriately. (Give me the pencil vs. May I please have a pencil).</b>	2. Share feelings and emotions, likes or dislikes in an appropriate manner.	<b>2. Negotiate solutions to problems, interpersonal misunderstandings, or disputes in an appropriate manner.</b>	<b>2. Use formal and informal language to persuade in an appropriate manner.</b>	2. Use formal and informal language appropriately in a variety of situations.

**CCSD English Language Learning Scope and Sequence 2010-2011**

**STANDARD 3: Students will use English in socially and culturally appropriate ways.**

**Benchmark 2: Students will use nonverbal communication appropriate to audience, purpose, and setting.**

**12-9 Objectives:**

<b>Entering</b>	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>	<b>Bridging</b>
1. Identify cultural nonverbal norms that cause misunderstanding.	1. Role play appropriate and inappropriate nonverbal cultural norms that cause misunderstanding.	1. Compare and contrast cultural norms in the USA with those of their home country.	1. Explain how and why nonverbal cultural norms can cause misunderstanding.	1. Evaluate the consequences that can result from cultural misunderstandings.

**8-6 Objectives:**

<b>Entering</b>	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>	<b>Bridging</b>
1. Identify cultural nonverbal norms that cause misunderstanding.	1. Role play appropriate and inappropriate nonverbal cultural norms that cause misunderstanding.	1. Compare and contrast cultural norms in the USA with those of their home country.	1. Explain how and why nonverbal cultural norms can cause misunderstanding.	1. Evaluate the consequences that can result from cultural misunderstandings.

**5-K Objectives:**

<b>Entering</b>	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>	<b>Bridging</b>
1. Identify cultural nonverbal norms that cause misunderstanding.	1. Role play appropriate and inappropriate nonverbal cultural norms that cause misunderstanding.	1. Compare and contrast cultural norms in the USA with those of their home country.	1. Explain how and why nonverbal cultural norms can cause misunderstanding.	1. Evaluate the consequences that can result from cultural misunderstandings.

**CCSD English Language Learning Scope and Sequence 2010-2011**

**STANDARD 3: Students will use English in socially and culturally appropriate ways.**

**Benchmark 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.**

**12-9 Objectives:**

<b>Entering</b>	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>	<b>Bridging</b>
1. Identify selected words as formal or informal usage.	1. Rehearse different ways of speaking according to the formality of the setting.	1. Rephrase a communication when it results in a cultural misunderstanding.	1. Create role plays that model behavior and language use appropriate to different situations and settings.	1. Evaluate different types of communication for effectiveness in making one's point.
2. Participate in songs and chants.	2. Converse about classroom and social activities.	2. Describe and share personal and life experiences.	2. Participate in and contribute to academic classroom discussions.	2. Use language to debate and persuade in the classroom setting.
3. Utilize vocabulary to construct and label a family tree.	3. Describe family heritage using the family tree.	3. Relate family ties to culture.	3. Compare and contrast family lifestyle in the USA and the home country.	<b>3. Analyze the values of the native country and the USA. Explain how children of immigrants can be bilingual and bicultural.</b>

**8-6 Objectives:**

<b>Entering</b>	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>	<b>Bridging</b>
1. Identify selected words as formal or informal usage.	1. Rehearse different ways of speaking according to the formality of the setting.	1. Rephrase a communication when it results in a cultural misunderstanding.	1. Create role plays that model behavior and language use appropriate to different situations and settings.	1. Evaluate different types of communication for effectiveness in making one's point.
2. Participate in songs and chants.	2. Converse about classroom and social activities.	2. Describe and share personal and life experiences.	2. Participate in and contribute to academic classroom discussions.	2. Use language to debate and persuade in the classroom setting.
3. Utilize vocabulary to construct and label a family tree.	3. Describe family heritage using the family tree.	3. Relate family ties to culture.	3. Compare and contrast family lifestyle in the USA and the home country.	<b>3. Analyze the values of the native country and the USA. Explain how children of immigrants can be bilingual and bicultural.</b>

**5-K Objectives:**

<b>Entering</b>	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>	<b>Bridging</b>
<b>1. Identify selected words as formal or informal usage (titles, greetings).</b>	<b>1. Rehearse different ways of speaking according to the formality of the setting in different cultures.</b>	<b>1. Rephrase a communication when it results in a cultural misunderstanding.</b>	<b>1. Create role plays that model behavior and language use appropriate to different situations and settings.</b>	<b>1. Evaluate different types of communication for effectiveness in making one's point.</b>
2. Participate in choral recitation, songs, chants and nursery rhymes.	2. Converse about classroom and social activities.	2. Describe and share personal and life experiences.	2. Participate in and contribute to academic classroom discussions.	2. Use language to debate and persuade in the classroom setting.
3. Utilize vocabulary to construct and label a family tree.	3. Describe family heritage using the family tree.	3. Relate family ties to culture.	3. Compare and contrast family lifestyle in the USA and the home country.	<b>3. Analyze the values of the native country and the USA. Explain how children of immigrants can be bilingual and bicultural.</b>

