

# **Holdrege Public Schools**

## **English Language Learner (ELL)**

### **Curriculum**

#### **Mission Statement:**

The mission of the Holdrege Public Schools ELL Program is to provide these students with the English Language and Literacy skills to succeed in school and to prepare them for future higher education, adult family life, and the work place.

#### **Belief Statements:**

**The Holdrege Public Schools English Language Learner Program believes:**

- That all students can learn
- That all students deserve the opportunity to learn information literacy skills
- That all students will be given opportunities for applying these skills
- That all students have the right to access, learn, in the **Holdrege** Public School Curricula
- That all students should become productive citizens in a democratic society
- That all students need a basic understanding and appreciation of the importance of an education as it relates to their future

## **Purpose of the English Language Curriculum:**

- To provide support for the mainstream/content area classroom teacher of ELL students
- To develop an understanding of English in the ELL student that allows him/her the opportunity to succeed in the mainstream/content area classroom
- To continually improve grammar and increase vocabulary in English
- To help every ELL student develop English Proficiency skills (listening, speaking, reading, writing)
- To encourage maintenance of the ELL students' first language and encourage bilingualism
- To learn socially acceptable communication skills and behaviors

## **Best Possible Outcomes for our ELL Curriculum**

- 1. Each teacher at each grade level will have an understanding of the English Language Learners' needs, including the specific stages of language acquisition in order to best assist those students while learning subject material and meeting classroom and grade criteria.**
- 2. ELL students will develop English proficiency in the basic skills of listening, speaking, reading, writing to a level comparable to that of a native speaker of the same age and ability.**
- 3. ELL Students will continue to practice reading, writing, speaking and listening in their primary language to increase proficiency in that language while developing proficiency in English.**
- 4. The ELL students will be encouraged by all staff to retain appositive identity and pride in his/her cultural heritage while adopting /adding the new culture.**
- 5. Each ELL student will realize his/her maximum potential and become self-supporting, productive members of society.**

# Exit Outcomes for English Language Curriculum:

## Exit Outcomes

1. The ELL students will develop English proficiency in the basis skills of listening, speaking, reading, writing to a level comparable to that of a native speaker of the same age and ability.
2. The ELL students will learn the academic content in the public school curriculum that they will need to know as adults.
3. The ELL students will retain a positive identity and pride in their cultural heritage while adopting the new culture.
4. The ELL students will realize their maximum potential.

## **English Language Learner Objectives** **Kindergarten-12<sup>th</sup> grade**

1. Student will identify the alphabet (El Abecedario) in English and Spanish.
2. Students will learn to feel the articulatory – motor features of 16 consonants, and use those features to categorize and label them. LIPS 45
3. Students will identify meaning of important vocabulary.
4. The students will be able to spell, read, write and use spelling words correctly.
5. Student will complete grade level content area.

**Holdrege Public Schools  
English Language Learner (ELL) Curriculum,  
Grade Level K-12**

**Performance Objective**

Student will identify the alphabet (El abecedario) in English and Spanish.

**Vignette- What I want the student to learn....**

-To learn letter symbols, names and sounds in English and Spanish.

**Sample Teaching Activity**

1. To learn alphabet letters in English and Corresponding letter symbols and sounds in Spanish.
2. Identify picture/word cards for each letter in English and Spanish/

**Assessment**

Observation  
Picture/word letter /sound identification

**Exit Goals Met by number for this objective: 1, 2, and 3,4**

**State Standards Met by number: 1.1.1, 1.1.4, and 1.1.2**

**Materials Needed:  
(S=school owned, T=teacher owned)**

Pages 31-32 The Complete Book of Spanish Grades 1-3, Teachers pages 329-351; 202  
Kg Classroom Alphabet Activities. S.  
ABC Books, Songs Spanish/ English T, S

**Holdrege Public Schools**  
**English Language Learner (ELL) Curriculum,**  
**Grade Level K-12**

**Performance Objective**

Students will learn to feel the articulatory-motor features of 16 consonants, and use those features to categorize and label them. LIPS 45

**Vignette- What I want the student to learn....**

- To identify noisy and quiet sounds by how they feel
- To learn to feel how your mouth, tongue, and teeth work to make sounds
- To feel, describe, and label brothers
- To choose mouth picture for Lip Poppers, Tip Tappers, Tongue Scrapers, Lip Coolers, and Tongue Coolers, Skinny air and Fat Air and Fat pushed air.

**Sample Teaching Activity**

1. Student will learn to feel sounds putting fingers on the middle of throat and by covering ears with palm of hands.
2. Student will describe how the mouth, tongue and lips work to make sounds.
3. Students will group and label sounds with a name and picture. (Letter may be added)
4. Student will be able to name the picture for each group of sounds
5. Student will reproduce sound brothers (pairs) when the picture is shown and labeled.

**Assessment**

**Observation**

Matching mouth pictures and related consonant symbols, Name the mouth pictures and the consonant sounds-letters that go with each; Verbal description of what the mouth, lips, and tongue are doing to make sounds

**Exit Goals Met by number for this objective: 1, 4**

**State Standards Met by number: 1.1.1, 1.1.2, 4.1.1, 4.1.2, 8.1.1, 8.2.5, and 12.3.1**

**Materials Needed:**

**(S=school owned, T=teacher owned)**

LIPS Manual T  
LIPS KIT Mouth Pictures, Consonant symbols S, Mirrors T

**Holdrege Public Schools**  
**English Language Learner (ELL) Curriculum,**  
**Grade Level K-12**

**Performance Objective**

3. Student will identify meaning of important vocabulary

**Vignette- What I want the student to learn....**

To learn basic vocabulary in English and Spanish

**Sample Teaching Activity**

1. Identify pictures and words (IDEA word card sets)
2. Listen to Language tapes
3. Complete corresponding practice pages in corresponding IDEA workbooks. Write in English and Spanish.
4. Vocabulary matching games
5. Continued practice identifying, pronouncing, writing, words
6. Labeling items in English/ Spanish around school.
7. Read related literature in English and Spanish Picture Books.

**Assessment**

Observation  
Assignment Completion  
Oral Evaluation  
Games

**Exit Goals Met by number for this objective: 1, 3**

**State Standards Met by number: 1.1.1, 1.1.3, 1.1.6, 1.1.7,**

**Materials Needed:**

**(S=school owned, T=teacher owned)**

IDEA Curriculum Kit Materials- ESU 10  
Index Cards-T  
Tape Recorder-S  
The Complete Book of Spanish Grades 1-3 (picture cards,) T  
Picture Books in Spanish and English- S, T, ESU 10

**Holdrege Public Schools**  
**English Language Learner (ELL) Curriculum,**  
**Grade Level K-12**  
**Performance Objective**

The students will be able to spell, read, write, and use spelling words correctly.

**Vignette- What I want the student to learn....**

- To identify and pronounce words correctly
- To use words in meaningful context spoken and written
- Copy words correctly
- Syllabicate words
- Spell words correctly from audio cue

**Sample Teaching Activity**

1. Student will punch corner of each card.
2. Student will follow teacher's visual directions on how to properly write each spelling word.
3. Student will write each spelling word in a different color.
4. Student will echo chant the spelling word as they write giving it a rhythmic association.
5. Student will outline each word in a different color.
6. Student will listen to dictionary definitions of each word formulate a personal definition and draw/ write it on the back of each card.
7. The student will write each word on inside skin of own arm and partners arm.
8. Students will visualize and store each word by using their photographic memory

**Assessment**

Spelling Test, Sentence Writing, Oral Exams, Observations

**Exit Goals Met by number for this objective: 1,2,4**

**State Standards Met by number: 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.3.1,  
and 4.2.1**

**Materials Needed:**

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Weekly Spelling List T; Index Card per Word T; Extra Large Binder ring T; Mr. Sketch Scented Markers T; 1-gallon Zip-lock plastic bags 5; 1 Paper punch/ per student T;

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**Grade Level K-12**

**Performance Objective**

Student will complete grade level content area exam.

**Vignette- What I want the student to learn....**

- To read test items orally with correct pronunciation of printed word.
- To verbalize in student's vocabulary what each test item requires in order to solve/answer.
- To answer test item.

**Sample Teaching Activity**

Student will make cards with test items on one side and the answer on the other. These items will be read orally by students and then used for quizzing on proficiency. Teacher reads terms and definitions, student models correct pronunciation. Teacher reads content material to student; student listens, and retells what was heard in own words- summarize.

**Assessment**

Content Area Exam; Card Quizzes; Observations; Reiteration of content material

**Exit Goals Met by number for this objective: 2, 4**

**State Standards Met by number: 4.1.2, 4.1.5, 4.1.6, and 12.2.1**

**Materials Needed:**  
**(S=school owned, T=teacher owned)**