### HS ELD Level I – Listening & Speaking

**Quarter I**

**Unifying Concept:** Our Surroundings / Introduction to School

<table>
<thead>
<tr>
<th><strong>Big Ideas</strong></th>
<th><strong>Selected Readings of Complex Texts</strong></th>
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<tbody>
<tr>
<td><strong>ENDURING UNDERSTANDING:</strong> An increased vocabulary and understanding of English conventions allows students to express themselves and gain knowledge of school.</td>
<td><strong>FOCUS LITERARY TEXT (S):</strong> Texts from Reading class should be used to generate Listening &amp; Speaking activities</td>
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<td><strong>ESSENTIAL QUESTION:</strong> What do you need to do to be successful in school? What do we, as humans, have in common, and what makes us unique individuals?</td>
<td><strong>INFORMATIONAL TEXT (S):</strong> Listening Advantage 1 World Link 1</td>
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**Interdisciplinary Connections:**

- **Math** numbers, money, telling time, schedules, dates, months, math vocabulary
- **Science** body parts
- **Social Studies** family structures, relationships, traditions, American holidays, career study, comparing homes and how people live around the world, weather as it relates to clothing

**Performance Assessment:**

**Summative:**
- Listening Advantage & World Link unit tests and other teacher-designed quizzes and tests of skills
- Oral Interview (portion of Quarterly Assessment)
- Formal class presentations using targeted vocabulary, 2-5 minutes including PowerPoints and/or poster
- Speaking: picture based speaking test (describe image), formal presentation to class “self introduction”.

**Formative:**
- Routing listening/speaking (dictations, read-alouds, cloze listening, classroom activities and assignments practicing skills and working toward mastery of objectives, SEI Super Strategies)
- Listening: Randall’s ESL Cyber-Listening Lab (www.esl-lab.com)
  - Calendars & Dates (Basic Listening Quizzes Section)
  - Names: Meeting People (Basic Listening Quizzes)
- Participation in collaborative project-based learning; teacher & self assessments of listening & speaking development
- Short presentations as an individual & member of a team
- Audio/video recordings

**Targeted Standards**

**Listening and Speaking**

**V-LS-1:** Listen actively to the ideas of others in order to acquire new knowledge.
- **E-1:** discriminate between the initial, medial, and/or final phonemes in minimal pairs. *(e.g., fan-fin)*
- **E-2:** distinguishing the individual words of a simple sentence.

**V-LS-2:** Express orally his or her own thinking and ideas.
- **E-3:** reciting simple poems and repeated-patterned speech with appropriate rhythm, rate, and phrasing with instructional support.
- **E-4:** participating in social conversations with familiar and unfamiliar people; initiating and responding to introductions and personal information questions using complete sentences with instructional support.
- **E-5:** asking and responding to academic questions in complete sentences.
- **E-6:** sharing a personal experience/story using complete sentences.

**Language (Vocabulary) V-L-2:** acquire English language vocabulary and use it in relevant contexts.

All included in “Constant Standards”

**Constant Standards**

**V-LS-1:** Listen actively to the ideas of others in order to acquire new knowledge.
- **E-3:** responding to fiction and nonfiction read-alouds by identifying main ideas/concepts and details in complete sentences.
- **E-4:** using sentence frames to sequence events read-alouds, presentations and conversations.
- **E-6:** identifying the main ideas/concepts of presentations.
- **E-7:** responding in complete sentences to questions and statements in academic discussions by sharing one’s views on facts, ideas, and/or events.
- **E-8:** following multiple step directions/instructions which include prepositional phrases.
- **E-9:** asking questions to clarify ideas and concepts.

**V-LS-2:** Express orally his or her own thinking and ideas.
- **E-2:** reciting simple poems and repeated-patterned speech with appropriate rhythm, rate, and phrasing with instructional support.
- **E-3:** expressing one’s needs and emotions in complete sentences.
- **E-4:** participating in social conversations with familiar and unfamiliar people; initiating and responding to introductions and personal information questions using complete sentences with instructional support.
- **E-5:** asking and responding to academic questions in complete sentences.
- **E-6:** sharing a personal experience/story using complete sentences.
- **E-10:** providing two-step directions/instructions using simple sentences, key words, and phrases.
E-11: determine an appropriate response to given formal and informal situations.

Language (Vocabulary)

V-L-2: acquire English language vocabulary and use it in relevant contexts.

E-1: reading and classifying common words into conceptual categories.
E-2: recognizing sight words.
E-3: recognizing and identifying the meaning of high frequency words with instructional support.
E-4: identifying grade-specific academic vocabulary including key words, symbols, or operations.
E-5: comprehending the meaning compound words.
E-6: recognizing contractions and the words that comprise contractions.
E-7: identifying the meaning of common affixes added to base/root words.
E-9: identifying common synonyms and antonyms.