### TUSD CURRICULUM MAP

**HS ELD Level 1 – Listening & Speaking**  
**Quarter 2**

**Unifying Concept:** Introduction to Self / Our Everyday Life

<table>
<thead>
<tr>
<th>Big Ideas</th>
<th>Selected Readings of Complex Texts</th>
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| ENDURING UNDERSTANDING:  
Acquiring language creates a stronger sense of self, fosters cultural understandings and allows us to interact with a larger community beyond our school and home. | FOCUS LITERARY TEXT(S): Texts from Reading class should be used to generate Listening & speaking activities  
INFORMATIONAL TEXT (S): Listening Advantage 1; World Link 1 |

**ESSENTIAL QUESTIONS:**  
What language do you need to get around in your everyday life?  
What do you need to do to be successful in school?  
How do you live a healthy (physical, social, academic, economic) life?

**Interdisciplinary Connections:**  
**Math:** How to write and solve a math word problem  
**Science:** How to read an excerpt from a science text on classifying animals  
**Social Studies:** Summarize a reading on the First Amendment to the U.S. Constitution

**Performance Assessment:**  
**Summative:**  
- Listening Advantage & World Link unit tests and other teacher-designed quizzes and tests of skills  
- Formal class presentations, including PowerPoints and poster presentations on activities/hobbies  
- Oral Interview (portion of Quarterly Assessment)  
- Interview (One-on-one Q&A with teacher and/or full class + teacher interviewing student)

**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: multiple choice response to questions about conversations, listening selections and multiple choice questions taken from Randall’s ESL Cyber-Listening Lab (www.esl-lab.com)  
  - Eyeglasses for You (Easy Listening Quiz)  
  - Shopping for the Day (Easy Listening Quiz)  
- 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 of presentations  
- rubric-based teacher assessments and self-assessments of projects/presentations

**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.  
PE-7: report two to three facts/events with key words and phrases.  
PE-8: delivering a prepared presentation that includes the main idea, detailed information and explanations, and a valid conclusion.

**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 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.