



EAST PALO ALTO

ACADEMY

English Language Development - ELD 1 and 2 Scope & Sequence

Summary of Goals and Curriculum:

This class is designed for students with little or no English. The class is mixed, with students in ELD 1 level and ELD 2 level.

Fall Semester:

Grammar and Vocabulary Overview:

Under the category, "Learning how English Works" and "Using Foundational Literacy Skills" in the California Standards:

Students learned the parts of speech and practiced with understanding and recognizing them in both English and Spanish. Students learned the basic grammatical structures of English and how they are different from Spanish. Students acquired basic, every day vocabulary including the alphabet, numbers, basic math terms, months, days of the week, question words, prepositions, family members, clothing, food, and basic descriptive adjectives. Students learned and practiced with using basic verbs in the present and present progressive tenses, subject-verb agreement, question formation, question tags, and the formation of the negative. Students also learned subject and object pronouns and possessive adjectives. (ELA: 9-10: L.1,2)

Under the category "Interacting in Meaningful ways"

Reading: Students read basic texts that incorporated the vocabulary and structures they were learning. Students answered questions about these texts in writing and orally. Students also practiced decoding and pronunciation through working with these texts. Students are required to write and respond orally with complete sentences.

Listening: Students had daily dictations and drills in which they responded to my cues.

Speaking: Students did individual presentations on the following topics: Who am I?, Human characteristics, clothing, and food. (ELA 9-10: L.1,2)

Spring Semester:

Learning how English works and using foundational literacy skills:

This semester students will continue to expand vocabulary and will continue to work on reading, writing, listening, and speaking skills. They will learn and practice the past tense, irregular and regular verbs as they continue work with prepositions and practice using verbs correctly in the interrogative and affirmative. Students will learn and practice the future tense, and will learn to incorporate adverbs into sentences. Students will read more difficult short texts and create their own stories as well. This semester students are also required to do half and hour of Rosetta Stone practice at home every night. These sessions will be monitored and I will reinforce the vocabulary and structures they learn during class. (ELA: 9-10: L 1, 2)

Speaking, writing, and listening: Interacting in meaningful ways:

Students began the semester with a vocabulary-building and analytical project that involved the interpretation of a collection of images including photographs by contemporary photographers and paintings by well-known painters. Students were required to describe the images using the new vocabulary as well as interpret the metaphors in the images. This project involved writing, speaking, and listening. This project hit some of the ELA 9-10 English standards: (L.1, 2, 5, 6)

Reading, speaking, and writing:

Students will do oral presentations based on simple informational texts related to topics that they are interested in as well as topics that connect to their professional goals. For example, one student who is interested in becoming a doctor will be able to present on how the heart works. A student who is interested in engineering can choose to present on how a car or airplane works. Students will grapple with increasingly difficult but short informational as well as literary texts. Students will learn to summarize information and to write short narratives. Songs and short video clips will be used to build listening skills as well as to stimulate written and oral work. (ELA: 9-10: L .1, 2, W. 3,5)