
Elementary ESL Syllabus

Unit 1: Teaching the English language learner in the Content Areas

- a. Learning the textbook
- b. Interpreting Visuals
- c. Skimming, Previewing, Predicting Text
- d. Outlining and Taking Notes
- e. Context Clues and Comprehension
- f. Learning New Words Through Word Parts
- g. Text Structures

Unit 2: The Genres of Non-Fiction

- a. Understanding the Genre of Autobiographies
- b. Research Links to the Book
- c. Enriching Comprehension
- d. Questioning, Cues, and Advance Organizers
- e. Writing an Autobiography

Unit 3: Multi-cultural Fiction Unit

- a. Author/Story Relationship
- b. Vocabulary Acquisition
- c. Reading Strategies
- d. Characterization
- e. Expository Writing and Research

Unit 4: Exploring the Narrative

- a. Research Links
- b. Author/Story Relationship
- c. Exploring Free Verse
- d. Reading Strategies

Unit 5: Vignettes & Short Stories

- a. Researching the Author
- b. Compare/Contrast Authors
- c. Understand the Characters
- d. Story Grammar Elements
- e. Elements of a Short Story
- f. Comparison/Contrast Vignettes & Short Stories

Unit 6: the Research Paper and the English Language Learner

- a. Defining Topics and Language Levels
- b. Examining the Mini-Research Paper
- c. Collecting Information and Note-taking
- d. Assembling Information
- e. Writing
- f. Assessment

Oral Language Proficiency Chart

Levels of Proficiency	Level 1 Pre-Production	Level II	Level III	Level IV	Level V (Transitional)
Characteristics of the learner	<ul style="list-style-type: none"> ■ May be shy ■ No verbal production ■ Non-English Speaker ■ Silent Period ■ Gestures and actions to communicate ■ Minimal Comprehension 	<ul style="list-style-type: none"> ■ Limited comprehension ■ Gives on-or two word responses ■ May use two or three word phrases ■ Stage may last 6 months to 2 years 	<ul style="list-style-type: none"> ■ Comprehension increases ■ Errors still occur in speech ■ Simple sentences ■ Stage may last 2 to 4 years 	<ul style="list-style-type: none"> ■ Good Comprehension ■ Sentences become more complex ■ Engages in conversation ■ Errors in speech are more complex 	<ul style="list-style-type: none"> ■ Few errors in speech ■ Orally proficient ■ Near-native vocabulary ■ Lacks writing skill ■ Uses complex sentences
What They Can Do: Performance Indicators	<ul style="list-style-type: none"> ■ Listen ■ Point ■ Illustrate ■ Match ■ Choose 	<ul style="list-style-type: none"> ■ Name ■ List and group ■ Categorize ■ Label ■ Demonstrate 	<ul style="list-style-type: none"> ■ Compare and contrast ■ Recall and retell ■ Summarize ■ Explain 	<ul style="list-style-type: none"> ■ Higher order thinking skills ■ Analyze, debate, justify 	<ul style="list-style-type: none"> ■ All performance Indicators
Instructional Ideas for teachers	<ul style="list-style-type: none"> ■ Visual Cues ■ Tape Passages ■ Pair Students ■ Total Physical Response Activities ■ Concrete Objects ■ Graphic Organizers 	<ul style="list-style-type: none"> ■ Short Homework ■ Short-answer quizzes ■ Open-ended sentences 	<ul style="list-style-type: none"> ■ Graphs ■ Tables ■ Group discussions ■ Student-created books ■ Cloze activities 	<ul style="list-style-type: none"> ■ Group panels ■ Paraphrasing ■ Defending and debating 	<ul style="list-style-type: none"> ■ Lessons on writing mechanics ■ Free reading of appropriate books ■ Co-operative learning groups