

Learning Objectives

ESOL (K-5)

Fulton
County Schools
Where Students Come First

Dear Parents/Guardians:

As part of our commitment to you as our stakeholders, the Curriculum Department of the Fulton County School System has identified learning objectives for all content areas taught in our schools. These learning objectives specify what a learner should know and be able to do at each grade level.

The learning objectives are organized by grade and reflect the Quality Core Curriculum (QCC) standards from the State of Georgia as well as national standards. We hope this will be helpful to you as you support your child's success in school. Please let us know how this document can be improved to best meet your needs.

Sincerely,
K-12 Curriculum Staff

Overview

The ESOL Learning Objectives cover a broad range of language skills that students acquiring another language must learn. Learning another language is different for every individual, and there are many factors that affect the learning process. For example, one child may take a longer time in responding verbally. One child may learn to read more quickly than another child. This is the case for any subject matter.

The process of acquiring another language is generally viewed in three different stages: beginner, intermediate, and advanced learners. However, the concepts in language that need to be learned are the same regardless of the age of the child or the grade level. A kindergarten beginner needs to learn the same language that a fifth grade beginner needs to learn.

Appropriate instructional materials and strategies vary according to the grade level and age of the ESOL student. For example, while a first and a fourth grade student may be learning prepositions such as “in, on, under, into, etc.,” it will be done in an appropriate context for each student. The language expected of a kindergarten student or a fifth grade student is related to his or her age and cognitive maturity.

In conclusion, the language proficiency standards dictate the complicity of the language skills expected of each learner in each state of the second language acquisition process.

Speaking/ Listening

Entering and Beginning

(ACCESS Levels 1-2)

- Verbalize basic greetings (good morning), wants, needs (I need paper...), and personal information (address, city, state, telephone number)
- Respond to and produce simple directions, commands, statements, and questions (Stop! I'm hungry. I like. Is it? Where is?)
- Exhibit comprehension of class lessons and participate in language activities (choral reading, singing, selecting, matching)
- Approximate standards of English pronunciation and grammatical structure

- Memorize and recite designated common culturally based selections (rhymes, children's songs, tongue twisters)
- Use vocabulary associated with school life to make requests, get around, and talk about school life
- Develop awareness of culture in the United States (holidays, school customs, common courtesies)

Developing and Expanding

(ACCESS Levels 3-4)

- Initiate and sustain social conversation
- Provide response to personal and content related questions (Respond to the question: What did you do yesterday? Tell me

- about the character in the story.)
- Comprehend oral language assisted by gestures and visuals on familiar topics (visual display of Georgia emblems to share information about the state)
- Use numbers to measure and quantify time, money, and physical dimension (We eat lunch at noon.)
- Make comparisons and contrasts (This one is bigger.)
- Give brief oral reports (Give information about a current event.) and personal accounts (Tell about weekend activities, birthday party, etc.)
- Use map and/or globe information to support information given orally (Point to map locations, state, country while giving information.)

Bridging (ACCESS Level 5)

- Use more complex speech patterns (I wish I had/ If she does this...) in conversational and academic language that approach native-speaker fluency and correctness
- Comprehend spoken language with fewer visual prompts
- Initiate and sustain longer conversation on a variety of topics (weather, classroom activities, family events)
- Use and understand age-appropriate humor
- Use appropriate tense indicators/ tenses (Yesterday, I went to the store.)
- Participate in discussion of content-related information (Be able to give some facts about animal habitats.)

Writing

Entering and Beginning (ACCESS Levels 1-2)

- Print basic memorized personal information (first/last name, address, telephone number)
- Develop pre-writing skills such as left-to-right and top-to-bottom progression and spacing
- Trace and copy numbers, alphabet, shapes, and high frequency words (the, and, also, with, mother, father)
- Dictate, illustrate, or write about experiences, stories, people, objects, and events

Developing and Expanding (ACCESS Levels 3-4)

- Record information on various graphic organizers (charts, graphs, diagrams, webs)
- Construct and organize simple and compound sentences and follow the steps of the writing process

Steps of Writing Process

Brainstorm

Organize information

Create rough draft

Edit

Produce final copy

- Apply punctuation and capitalization rules

Bridging (ACCESS Level 5)

- Observe appropriate tenses, punctuation, capitalization, and sentence structure in copying model sentences and paragraph
- Write for a variety of purposes (thank you expressions, letters, expository-like class reports) and audiences, using the steps of the writing process where appropriate

Steps of Writing Process

Brainstorm

Organize information

Create rough draft

Edit

Produce final copy

Reading

Entering and Beginning (ACCESS Levels 1-2)

- Develop initial print awareness (left-to-right & top to bottom orientation), phonetic associations, and reading skills (decoding, context clues)

- Apply strategies (beginning, medial, final sounds) to pronounce and identify common sight words and symbols (?, +, TM, %, \$)
- Process written information (identify words associated with signs/symbols—red stop sign and printed STOP)

Developing and Expanding (ACCESS Levels 3-4)

- Recognize elements of literature (plot, setting, characters) and identify parts of a book (title, author)
- Recognize health and safety related information (symbol for poison)
- “Read” level appropriate current events (*Weekly Reader*)
- Participate in teacher-directed read-along activities

Bridging (ACCESS Level 5)

- Read with fluency (flowing expression, lack of hesitation), intonation (proper word stress), and expression utilizing reading strategies to enhance understanding

Reading Strategies:

Skimming/Scanning

Previewing

Visualizing

Connecting

Looking at Contextual Clues

Guessing at meaning of unknown words in the context of the sentence/paragraph

- Recognize and read with understanding a wide variety of literary genres

We welcome your comments and suggestions. Please forward them to:
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