

Fulton County Schools · Where Students Come First

LEARNING OBJECTIVES

ESOL K-5

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 Georgia Performance Standards (GPS) and World-Class Instructional Design and Assessment (WIDA) 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,
Amy Krause, Assistant Superintendent
and the Curriculum Staff

Overview

ESOL is a standards-based instructional program designed to address the unique challenges faced by students whose first language is not English. The ESOL Program integrates the WIDA Consortium English language proficiency standards with the Georgia Performance Standards (GPS). Students in ESOL develop proficiency in the English language skills of listening, speaking, writing, reading and comprehension while acquiring the academic content of the GPS. All instruction in the ESOL program is provided in English, thereby maximizing students' opportunity to master social and academic English language skills.

The ESOL program is designed to support English Language Learners as they progress through the levels of language proficiency described below. ELLs are assessed each year to determine their level of language proficiency.

Language Proficiency Level 1—Entering

Listening

- Point to stated pictures, words, phrases
- Follow one-step oral directions
- Match oral statements to objects, figures or illustrations

Speaking

- Name objects, people, pictures
- Answer WH- (who, what, when, where, which) questions

Reading

- Match icons and symbols to words, phrases or environmental print

- Identify concepts about print and text features

Writing

- Label objects, pictures, diagrams
- Draw in response to a prompt
- Produce icons, symbols, words, phrases to convey messages

Language Proficiency Level 2—Beginning

Listening

- Sort pictures, objects according to oral instructions
- Follow two-step oral directions
- Match information from oral descriptions to objects, illustrations

Speaking

- Ask WH- questions
- Describe pictures, events, objects, people
- Restate facts

Reading

- Locate and classify information
- Identify facts and explicit messages
- Select language patterns associated with facts

Writing

- Make lists
- Produce drawings, phrases, short sentences, notes
- Give information requested from oral or written directions

Language Proficiency Level 3—Developing

Listening

- Locate, select, order information from oral descriptions
- Follow multi-step oral directions
- Categorize or sequence oral information using pictures, objects

Speaking

- Formulate hypotheses, make predictions
- Describe processes, procedures
- Retell stories or events

Reading

- Sequence pictures, events, processes
- Identify main ideas
- Use context clues to determine meaning of words

Writing

- Produce bare-bones expository or narrative texts
- Compare/contrast information
- Describe events, people, processes, procedures

Language Proficiency Level 4—Expanding

Listening

- Compare/contrast functions, relationships from oral information
- Analyze and apply oral information
- Identify cause and effect from oral discourse

Speaking

- Discuss stories, issues, concepts
- Give speeches, oral reports
- Offer creative solutions to issues, problems

Reading

- Interpret information or data
- Find details that support main ideas
- Identify word families, figures of speech

Writing

- Summarize information from graphics or notes
- Edit and revise writing
- Create original ideas or detailed responses

Language Proficiency Level 5—Bridging

Listening

- Draw conclusions from oral information
- Construct models based on oral discourse
- Make connections from oral discourse

Speaking

- Engage in debates
- Explain phenomena, give examples and justify responses
- Express and defend points of view

Reading

- Conduct research to glean information from multiple sources
- Draw conclusions from explicit and implicit text

Writing

- Apply information to new contexts
- React to multiple genres and discourses
- Author multiple forms/genres of writing

We welcome your comments and suggestions. Please forward them to:
Ms. Barbara Beaverson, ESOL Coordinator
Administrative Center, 786 Cleveland Avenue, SW, Atlanta, GA 30315

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786 Cleveland Avenue SW • Atlanta, GA 30315 • 404-768-3600 • www.fultonschools.org

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