

## Rationale

Mehlville School District's Early Childhood English Language Learners (ELL) curriculum enables the ELL student to participate in a social setting while developing English communication skills. The goal is to introduce the student to the procedures of the American classroom and provide the foundation for developing reading, writing, speaking and listening skills in English. Mindful that the preschool setting is likely to offer many young children their first exposure to the English language, teachers will take special care to make this experience pleasurable.

## Course Description

The ELL student will actively participate in a communicative classroom with the native-speaking preschooler as well as other ELL learners. The English-speaking early childhood teacher will monitor the ELL student's expressive and receptive English language skills. While recognizing the student's need for further development in the home or dominant language, the teacher will facilitate rich social interaction with peers as well as the prerequisite English language skills. Instruction will be appropriate to the individual needs of the ELL child as determined by the early childhood teacher's on-going assessment in collaboration with ELL teachers. At this age-level, Total Physical Response (TPR) is particularly useful and will be incorporated into the classroom as appropriate.

## Course Objectives

### OBJECTIVES

#### Beginning Proficiency - Level 1

1. The student will state name, gender, and age with 90% accuracy. (1.8; TESOL 1-1)
2. The student will follow the teacher's one-step directions given in a clear context and amplified with visual cues with 80% accuracy. (4.6, 7; TESOL 1-3)
3. The student will attend to storybooks and demonstrate interest in books as assessed by the teacher in two out of three observations. (1.6; TESOL 1-2)
4. The student will use appropriate social language to interact with peers in play situations by asking to play, for a toy, or refuse an activity as assessed by the teacher in two out of three observations. (1.1,7, 3.1; TESOL 1-1)
5. The student will express needs, feelings and say "No!" clearly as assessed by the teacher in two out of three observations. (H/PE 2-7; TESOL 1-1)
6. The student will demonstrate appropriate play skills such as: assembling puzzles, playing simple board games, using scissors, crayons, glue, taking turns as assessed by the teacher in two out of three observations. (4.6, SS6; TESOL 1-2)
7. The student will participate in group chants, songs and choral responses with 80% accuracy as assessed by the teacher in two out of three observations. (4.6; TESOL 2-1)
8. The student will use formulaic structures: "All gone!", "My turn!", "All finished." "Bye-bye.", etc. with 80% accuracy. (2.2, CA1; TESOL 1-3)

#### Intermediate Proficiency - Levels 2 and 3

1. The student will label selected body parts with 80% accuracy. (1.10; TESOL 2-2)
2. The student will label selected toys with 80% accuracy. (1.10; TESOL 2-2)
3. The student will point to selected colors with 90% accuracy. (1.10; TESOL 2-4)
4. The student will label selected objects in the classroom and on the playground such as: glue, stickers, markers, paper, pencil, napkin, paper towel, swing, slide, etc., with 80% accuracy. (1.10; TESOL 2-2)
5. The student will follow directions based on repeated prompts, "bring me...", "find me...", "get the...", "show me...", "line up", "stop", "look...." with 80% accuracy. (1.5, 10; TESOL 1-3)
6. The student will become familiar with story characters such as Clifford and Arthur, a few fairy tale characters and recognize same as assessed by teacher in two out of three observations. (2.4; TESOL 1-2)

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7. The student will retell a simple story (with repetition, picture cues and prompts) or pretend read with a score of three based on a scoring guide. (1.6; TESOL 2-2)
8. The student will use drawing and/or letters to write a simple story or communicate information as assessed by the teacher in two out of three observations. (2.2; TESOL 2-2)