

ELL – Course Syllabus

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This course is designed to support **ELLs** in building foundational English skills and transitioning into grade-level content. Instruction balances listening, speaking, reading, and writing through culturally responsive strategies, scaffolded texts, and ongoing vocabulary support. Students engage with both social and academic language through hands-on activities, cooperative learning, and visual supports.

Week 1 (Aug 11–15) — Building Community & Routine

Goals & Activities:

- Feel safe and welcomed
 - Learn classroom expectations, routines, and key phrases
 - Participate in group routines and community-building
 - Introduce basic greetings, names, classroom objects
 - Icebreaker games & shared classroom norms chart
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Week 2 (Aug 18–22) — Navigating the School

Goals & Activities:

- Learn survival phrases: directions, bathroom, help
 - Recognize key locations in the school
 - Assess language proficiency
 - Reflect on areas of strength/need
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Week 3 (Aug 25–29) — Communication Basics

Goals & Activities:

- Practice introductions and common questions
- Use translation tools for support
- Focus on listening comprehension through repeated exposure
- Partner interviews using sentence starters
- Listen to and respond to audio clips with visuals

 **Week 4 (Sept 1–5) — Listening & Academic Interaction**


Goals & Activities:

- Improve listening skills with gestures and repetition
- Speak using basic scripts and real-life prompts
- Begin using Tier 2/3 vocabulary in conversation and writing
- Practice commands, questions, and responses
- Introduce listening journals

 **Week 5 (Sept 8–12) — Vocabulary Development**


Goals & Activities:

- Use context clues and word parts to guess meanings
- Summarize short texts orally and in writing
- Sentence building with vocabulary support
- Vocabulary “treasure hunt” in text
- Building multi-sentence summaries

 **Week 6 (Sept 15–19) — Understanding Questions**

Goals & Activities:

- Practice using and responding to question words: who, what, where, when, why
- Recognize common academic task verbs (e.g., explain, describe)
- Analyze test questions, identify action words
- Color-code questions to identify purpose
- Vocabulary task word posters

 **Week 7 (Sept 22–26) — Reading with Confidence**

Goals & Activities:

- Read short sentences aloud with support
- Improve fluency, pronunciation, and intonation
- Daily fluency warm-ups

- Partner reading games
 - Oral reading assessments (informal)
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Week 8 (Sept 29–Oct 3) — Writing Sentences

Goals & Activities:

- Practice grammar (capitalization, punctuation)
 - Build writing stamina
 - Peer editing with checklists
 - Use writing folders to track progress
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Week 9 (Oct 6–10) — Storytelling & Narrative Elements

Goals & Activities:

- Review story vocabulary (character, setting, plot)
 - Retell personal events using sequencing words
 - Plan and write a full narrative
 - Use figurative language and descriptive detail
 - Personal narrative drafts
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Ongoing Weekly Routines

- **Vocabulary Support:**
 - Vocabulary walls, Frayer models, visual dictionaries
- **Reading Support:**
 - Interactive read-alouds with modeled fluency
- **Speaking & Listening:**
 - Structured dialogues, turn-and-talks, echo reading
- **Writing Routine:**
 - Journals, daily sentence practice

Parent Questionnaire

Please return this completed form to Mrs. Bunner. Thank you!

Student's Name: _____

1. What are your main goals for your child in this ELL class? (You may check more than one)

Improve speaking English

Improve reading English

Improve writing English

Build confidence

Understand schoolwork better

Other: _____

2. Is there anything you'd like me to know about your child?

3. What is the best way to contact you?

Phone or Text (Number: _____)

Email (Address: _____)

Interpreter needed? Yes No (Language: _____)

Thank you for your support! We look forward to working together this year.