



ESSENTIAL TOOLS

ENGLISH LEARNER LEARNING OBJECTIVES

**Using the California Standards numbering system.

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Learning Objectives

A Learning Objective is a statement that describes what students will be able to do at the end of the lesson, independently and successfully, as a result of instruction.

Importance of a Learning Objective

- Defines the purpose of the entire lesson
- Ensures that the Independent Practice matches the lesson
- Verifies that the lesson matches a standard
- Prevents lessons from becoming activities rather than content
- Focuses students' attention when taught

Crafting Learning Objectives from Common Core Standards

The Common Core Learning Objectives crafted from the Common Core Standards contain **three major parts**:

- **Skills** – measurable verbs that match Independent Practice (identify, write, calculate)
- **Concepts** – topic or big idea of the lesson, usually nouns (decimal, figurative language)
- **Context** – restricting condition or how to do it such as, using a number line or in a poem



Grade 1 ELD Learning Objectives Overview

Domain	Standards	Learning Objectives		
		Emerging	Expanding	Bridging
Part I: Interacting in Meaningful Ways				
A Collaborative C	4			
C.1 Exchanging information/ideas		2	2	2
C.2 Interacting via written English		1	1	1
C.3 Supporting opinions and persuading others		1	1	1
C.4 Adapting language choices		0	0	0
B Interpretive I	4			
I.5 Listening actively		2	2	2
I.6 Reading/viewing closely		3	3	3
I.7 Evaluating language choices		1	1	1
I.8 Analyze language choices		1	1	1
C Productive P	4			
P.9 Presenting		2	2	2
P.10 Writing		2	2	2
P.11 Justifying/arguing		1	1	1
P.12 Selecting language resources		4	4	4
Part II: Learning About How English Works				
A Structuring Cohesive Texts SCT	3			
SCT.1 Understanding text structure		2	2	2
SCT.2 Understanding cohesion		2	2	2
B Expanding and Enriching Ideas EEI	3			
EEI.3 Using verbs and verb phrases		2	2	2
EEI.4 Using nouns and noun phrases		1	1	1
EEI.5 Modifying to add details		1	1	1
C Connecting and Condensing Ideas CCI	2			
CCI.6. Connecting ideas		2	2	2
CCI.7 Condensing ideas		1	1	1
Part III: Literacy in an Alphabetic Writing System				
Total	20	30	30	30



Grade 1 – Part I: Interacting in Meaningful Ways

A. Collaborative

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
1.C.1 Exchanging information/ideas	C.1.1 Ask questions. C.1.2 Answer questions.	Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and simple phrases.	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
1.C.2 Interacting via written English	C.2 Write passages.	Collaborate with teacher and peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.
1.C.3 Offering opinions	C.3 Offer opinions.	Offer opinions and ideas in conversations using a small set of learned phrases (e.g., <i>I think X.</i>), as well as open responses in order to gain and/or hold the floor.	Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X.</i>), as well as open responses in order to gain and/or hold the floor, elaborate on an idea, etc.	Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X.</i>), and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, etc.
1.C.4 Adapting language choices	No standard for grade 1.			



Grade 1 – Part I: Interacting in Meaningful Ways

B. Interpretive

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
1.1.5 Listening actively	<p>1.5.1 Ask questions in oral presentations.</p> <p>1.5.2 Answer questions in oral presentations.</p>	Demonstrate active listening to read-alouds and oral presentations by asking and answering yes-no and wh-questions with oral sentence frames and substantial prompting and support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering questions, with oral sentence frames and occasional prompting and support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.
1.1.6 Reading/viewing closely	<p>1.6.1 Describe ideas.</p> <p>1.6.2 Describe phenomena.</p> <p>1.6.3 Describe text elements.</p>	Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.



Grade 1 – Part I: Interacting in Meaningful Ways

B. Interpretive

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
1.1.7. Evaluating language choices	1.7 Describe language used to present ideas.	Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character), with prompting and substantial support.	Describe the language writers and speakers use to present or support an idea (e.g., the adjectives used to describe people and places), with prompting and moderate support.	Describe the language writers or speakers use to present or support an idea (e.g., the the author's choice of vocabulary to portray characters, places, or real people) with prompting and light support
1.1.8. Analyzing language choices	1.8 Explain the effect of words.	Distinguish how two different frequently used words (e.g., <i>large</i> versus <i>small</i>) produce a different effect on the audience.	Distinguish how two different words with similar meaning (e.g., <i>large</i> versus <i>enormous</i>) produce shades of meaning and a different effect on the audience.	Distinguish how multiple different words with similar meaning (e.g., <i>big</i> , <i>large</i> , <i>huge</i> , <i>enormous</i> , <i>gigantic</i>) produce shades of meaning and a different effect on the audience



Grade 1 – Part I: Interacting in Meaningful Ways

C. Productive

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
1.P.9. Presenting	P.9.1 Plan an oral presentation. P.9.2 Deliver an oral presentation.	Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).	Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal, etc.).	Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).
1.P.10. Writing	P.10.1 Write a narrative. P.10.2 Write informative text.	Write very short literary texts (e.g., story) and informational texts (e.g., a description of an insect) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	Write short literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of an insect) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.
1.P.11. Supporting opinions	P.11 Support opinions.	Offer opinions and provide good reasons (e.g., <i>My favorite book is X because X.</i>) referring to the text or to relevant background knowledge.	Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).	Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).



Grade 1 – Part I: Interacting in Meaningful Ways

C. Productive

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
1.P.12 Selecting language resources	P.12.A.1 Retell texts P.12.A.2 Recount experiences.	a) Retell texts and recount experiences, using key words.	a) Retell texts and recount experiences, using complete sentences and key words.	a) Retell texts and recount experiences, using increasingly detailed complete sentences and key words.
	P.12.B.1 Use academic words. P.12.B.2 Use content words.	b) Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>scrumptious</i> to describe a favorite food, using the word <i>thorax</i> to refer to insect anatomy) while speaking and writing.	b) Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word <i>suddenly</i> to signal a change), or create shades of meaning (e.g., <i>prance</i> versus <i>walk</i>) while speaking and writing.	b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., <i>The dog was as big as a house.</i>) to create an effect, precision, and shades of meaning while speaking and writing.



Grade 1 – Part II: Learning About How English Works

A. Structuring Cohesive Texts

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
1.SCT.1 Understanding text structure	SCT.1.1 Identify text organization. SCT.1.2 Compose text.	Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending texts and composing basic texts with substantial support (e.g., using drawings, through joint construction with a peer or teacher) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.	Apply understanding of how different text types are organized predictably to express ideas (e.g., how a story is organized versus an informative/ explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.



Grade 1 – Part II: Learning About How English Works

A. Structuring Cohesive Texts

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
1.SCT.2 Understanding cohesion	SCT.2.1 Identify connecting words. SCT.2.2 Use connecting words.	Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., <i>one day, after, then</i>) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., <i>a long time ago, suddenly</i>) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.	Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, after that, first/second/third</i>) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.



Grade 1 – Part II: Learning About How English Works

B. Expanding and Enriching Ideas

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
1.EEI.3 Using verbs and verb phrases	EEI.3.A Use different verb types.	a) Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently.	a) Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence.	a) Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.
	EEI.3.B Use simple verb tenses.	b) Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and sometimes independently.	b) Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and with increasing independence.	b) Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.



Grade 1 – Part II: Learning About How English Works

B. Expanding and Enriching Ideas

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
1.EEI.4 Using nouns and noun phrases	EEI.4 Expand sentences using noun phrases.	Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently.	Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and with increasing independence.	Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and independently.
1.EEI.5 Modifying to add details	EEI.5 Expand sentences using prepositional phrases.	Expand sentences with frequently used prepositional phrases (such as <i>in the house</i> , <i>on the boat</i>) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.	Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.



Grade 1 – Part II: Learning About How English Works

C. Connecting and Condensing Ideas

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
1.CCI.6 Connecting ideas	CCI.6 Create compound sentences.	Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i>) in shared language activities guided by the teacher and sometimes independently.	Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., <i>She jumped because the dog barked.</i>), in shared language activities guided by the teacher and with increasing independence.	Combine clauses in a wide variety of ways (e.g., rearranging complete, simple-to-form compound sentences) to make connections between and to join ideas (e.g., <i>The boy was hungry. The boy ate a sandwich. -> The boy was hungry so he ate a sandwich.</i>) in shared language activities guided by the teacher and independently.
1.CCI.7 Condensing ideas	CCI.7 Combine clauses.	Condense clauses in simple ways (e.g., changing: <i>I like blue. I like red. I like purple -> I like blue, red, and purple.</i>) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.	Condense clauses in a growing number of ways (e.g., through embedded clauses as in, <i>She's a doctor. She saved the animals. -> She's the doctor who saved the animals.</i>) to create precise and detailed sentences in shared language activities guided by the teacher and with increasing independence.	Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing, for example, through embedded clauses as in <i>She's a doctor. She's amazing. She saved the animals. -> She's the amazing doctor who saved the animals.</i>) to create precise and detailed sentences in shared language activities guided by the teacher and independently.



Grade 1 – Part III: Using Foundational Literacy Skills

Literacy in an Alphabetic Writing System

Phonological Awareness	
Oral Skills	No or little spoken English proficiency Students will need instruction in recognizing and distinguishing the sounds of English as compared or contrasted with sounds in their native language (e.g., vowels, consonants, consonant blends, syllable structures).
	Spoken English proficiency Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning.
Print concepts, Phonics & Word Recognition, Fluency	
Print Skills	No or little native language literacy Students will need instruction in print concepts
	Some foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian) Students will be familiar with print concepts, and will need instruction in learning the Latin alphabet for English, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables or phonemes).
	Some foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish) Students will need instruction in applying their knowledge of print concepts, phonics and word recognition to the English writing system, as compared or contrasted with their native language alphabet (e.g., letters that are the same or different, or represent the same or different sounds) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).



Types of Vocabulary

(Across Grades)

DataWORKS	<p>Conversational Vocabulary</p> <p>Should be taught in emerging ELD lessons. Includes High-Frequency Words: <i>see, you, like, hello, house, car, boy, girl, school, etc.</i></p>	<p>Academic Vocabulary - used across all disciplines (often not taught in textbooks)</p> <p>Examples: <i>distinguish, corresponds, combine, separate, analysis, symbolic</i></p> <p>Often not taught in Textbooks</p>	<p>Content Vocabulary - content specific (taught during Concept Development in EDI Lessons)</p> <p>Examples: <i>main idea, thesis statement, figurative language, denominator, linear equation, addition, ratios, perimeter Civil War, separation of powers, legislative branch, mitosis, cell wall, photosynthesis, solar system.</i></p> <p>Taught during Concept Development in a Well-Designed lesson</p>	<p>Support Vocabulary - in specific textbooks and worksheets; may be challenging for EL students (often over-emphasized in textbooks)</p> <p>Examples: <i>halibut, hammock, port, starboard</i></p> <p>Often over-emphasized in Textbooks.</p>
	<p>Tier One Words (everyday speech)</p> <p>Beginning ELD</p>	<p>Tier Two Words (general academic words)</p> <p>Examples in Informational Text: <i>relative, vary, formulate, specificity, accumulate</i></p> <p>Examples in Technical Text: <i>calibrate, itemize, periphery</i></p> <p>Examples in Literary Text: <i>misfortune, dignified, faltered, unabashedly</i></p>	<p>Tier Three Words (domain-specific words)</p> <p>Examples: <i>lava, legislature, circumference, aorta</i></p>	<p>Number of NEW Words that should be taught per lesson:</p> <p>K – 1st 2-3 words 2nd – 3rd 3-4 words 4th – 6th 5-6 words 7th – 12th 6-7 words</p> <p>Adapted from: <i>How the Brain Learns</i> by David Sousa</p>



Types of Vocabulary

Reading Success

Readers can read effectively when they can understand at least 95% of the words they read. Knowing only the most common 2000 words, studies show that readers should be able to comprehend about 80% of an average academic text. Adding in a list of 570 Academic and Content Vocabulary* words brings that total up to 90% comprehension (Nation & Waring, 1997). The remaining unknown words in academic text will largely be Content and Support Vocabulary and should be learned within the context of lessons throughout the school year.

Words Known	Comprehension
Most common 2000 words	80%
Plus 570 Academic Vocabulary Words	90%
Plus Remaining Content and Support Vocabulary	95 – 100%

DataWORKS has taken the list of 570 words and further categorized them as Academic or Content based on their potential use. For example, *area* is an academic vocabulary word when referring to an area of study; however, *area* is a content vocabulary word when referring to the space of a two-dimensional figure.

To compile this vocabulary list, DataWORKS has analyzed the text of the Common Core State Standards and extracted the **most important Academic** and **Content** area vocabulary. These vocabulary lists:

- Should be used when designing Common Core lessons
- Are broken down into Academic and Content Vocabulary. Some words can be both.
- Feature grade-appropriate definitions.
- Note the frequency of each word within the standards (in parenthesis after the word if the word is used more than once)



In addition, the DataWORKS Word Lists (by grade level) can be found at www.dataworks-ed.com/resources



A

activity (BRI) – something that is done to achieve a goal
apply (EXP, BRI) – to use an idea or process
appropriate (EME, EXP, BRI) – correct or relevant
audience (EXP, BRI) – people who watch and listen to someone

C

collaborate (EME, EXP, BRI) – to work together
combine (EXP, BRI) – to join together; unite
comprehend (BRI) – to understand
condense (EXP, BRI) – to make something shorter
connect (EXP, BRI) – to join two or more things together
contribute (EME, EXP, BRI) – to help make something happen
conversation (EME, EXP, BRI) – an informal talk

D

deliver (EXP, BRI) – to give a talk
demonstrate (EXP, BRI) – show how something is done
describe (EXP, BRI) – to give details
different (EXP, BRI) – not like something else
discussion (EXP, BRI) – a conversation
distinguish (EXP, BRI) – to tell apart

E

effect (EXP, BRI) – the way in which an event changes someone or something
enrich (EXP, BRI) – to improve the quality of something
expand (EXP, BRI) – to become larger
experience (EXP, BRI) – something that happens to you
express (EXP) – to show what you are thinking

G

general (EXP, BRI) – the whole rather than the parts; not exact

I

increase (EXP) – go up in amount, number, or degree

L

light (BRI) – not too much

M

moderate (EXP) – in between

O

occasional (EXP) – happens sometimes
offer (EME, EXP, BRI) – give
organized (EXP, BRI) – arranged or ordered well

P

phenomena (EXP, BRI) – things or objects known through the senses
plan (EXP, BRI) – a set of actions to achieve something
present (EME, EXP, BRI) – speaking in front of a group to tell them information
produce (BRI) – to make something
prompt (EXP, BRI) – to encourage someone
provide (EXP, BRI) – to give something to someone

R

recount (EXP, BRI) – to say what happened
relevant (EXP, BRI) – directly related to the subject
response (EME, EXP, BRI) – something that is done as a reply
retell (EXP, BRI) – to tell again

S

similar (EXP) – like something else

U

understand (EXP, BRI) – to know what something means

V

variety (EXP, BRI) – a lot of things of the same type that are different
view (EXP, BRI) – to look at something carefully



Curriculum Support for Early Literacy

Teaching Students to Read

Launch to Literacy is a comprehensive literacy program that teaches students to read. It builds phonetic elements and literacy skills systematically to help students advance from Level A to Level C and become proficient readers.

Level A

For students who are beginning to learn the English Language. Students will learn the basic foundations of the English Language, including letter-names and letter-sound correspondences.

Level B

For students who have a basic foundation of the letter names and letter-sound correspondences. Students will continue to practice literacy skills to develop more fluency before becoming fully literate.

Level C

For students who are ready to learn complex letter-patterns of the English Language and commit them to mastery. By the end of Level C, students will be proficient readers so they can focus on reading comprehension and advanced language skills.

Program Structure

Click-n-Go

Launch to Literacy is an online daily curriculum that can be used in parts or as a stand alone program. Teachers project daily lessons and activities on a screen and guides students through the program.

Paced

The program covers 360 days of instructions separated into four quarters. Each level includes an online Scope & Sequence, and weekly and daily pacing calendars.

Reading Essentials

This program incorporates all essential elements of reading: Phonemic Awareness, Phonics, Spelling, Vocabulary, Reading Comprehension, Writing, Listening & Speaking, and Language.

Contact Dataworks
info@dataworks-ed.com
800-495-1550

For the next level of literacy skills, inquire about our Link to Literacy program.



Curriculum Support for English Language Learners

Improving Students' Language Skills

Launch to Literacy is a comprehensive program for English Learners who understand the fundamentals of phonics and phonemic awareness but need more support for grade-level content. This program will help them improve their reading comprehension and fluency while simultaneously learning English.

Level D

Developing. Students at this level typically progress very quickly. They develop their ability to use English for immediate needs and begin to understand and use academic vocabulary.

Level E

Expanding. Students at this level learn to expand their English skills in more contexts with greater variety of vocabulary and language, appropriate to their age and grade level.

Level F

Flourishing. Students at this level learn to apply a range of high-level English language skills in a wide variety of contexts, building their fluency with comprehension and production of written English texts.

Program Structure

Click-n-Go

Link to Literacy is an online daily curriculum that can be used in parts or as a stand-alone program. Teachers project daily lessons and activities on a screen and guide students through the program.

Paced

The program covers 150 days with 45-minute blocks of instruction, separated into four quarters. Each level includes an online Scope & Sequence, and a weekly pacing calendar.

Language Essentials

This program focuses on language skills such as reading comprehension, grammar, and vocabulary. It also provides lessons for planning, and writing narrative, informative, and persuasive texts.

Contact Dataworks
info@dataworks-ed.com
800-495-1550

For a beginning literacy program, inquire about our Launch to Literacy program.

