ESL Curriculum
Grade 1

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Effective Date: 09/01/2020

Scope and Sequence

Month	Unit-Topic
September Trimester 1	Pre-Unit & Assessments
October-November Trimester 1	Unit 1 All About Me
December-February Trimester 2	Unit 2 Telling Stories
February-April ACCESS 2.0	
March-April Trimester 2-3	Unit 3 Plants & Living Things
May-June Trimester 3	Unit 4 Different Ways to Play

Fig. 1.1

WIDA ELD Standards	Abbreviation	Standard
Standard 1	Social and Instructional Language	English language learners communicate for social and instructional purposes within the school setting.
Standard 2	Language of Language Arts	English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
Standard 3	Language of Mathematics	English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
Standard 4	Language of Science	English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
Standard 5	Language of Social Studies	English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

The Features of Academic Language in the WIDA Standards

The Features of Academic Language operate within sociocultural contexts for language use.

Fig. 1.2

Dimension	Performance Criteria Features	Features
Discourse	Linguistic Complexity (Quantity and variety of oral and written text)	• Amount of speech/written text • Structure of speech/written text • Density of speech/written text • Coherence and cohesion of ideas • Variety of sentence types to form organized text
Sentence	Language Forms and Conventions (Types, array, and use of language structures)	• Types and variety of grammatical constructions • Mechanics of sentence types • Fluency of expression • Match language forms to purposes/perspectives • Formulaic and idiomatic expressions
Word/Phrase	Vocabulary Usage (Specificity of word or phrase choice)	• General, specific, and technical language • Multiple meanings of words and phrases • Nuances and shades of meaning • Collocations and idioms

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the…

• Register
• Genre/Text type
• Topic
• Task/Situation
• Participants' identities and social roles

Fig. 1.3

English Language Proficiency Descriptors	
Level	**Students at this level of proficiency can….**
Beginning	- Comprehend some key points of teacher explanations, if supported with visuals, gestures, and other scaffolds - Use basic social language to participate in simple face-to-face conversations - Read brief grade-level texts with simple sentences and familiar vocabulary, supported by graphics or pictures - Write or use familiar vocabulary in everyday contexts
Developing	- Comprehend most key points of teacher explanations with moderate support - Express a variety of personal needs, ideas, and opinions in simple sentences - Read and comprehend simple sentences independently and more complex text supported by graphics or pictures - Write expanded sentences with learned vocabulary
Expanding/Bridging	- Comprehend almost all key points of teacher explanations with minimal support - Participate in academic conversations in expanded sentences with moderate support - Read increasingly complex grade-level text while relying on prior knowledge and context to gain meaning - Write to meet increasingly complex academic purposes with support
*Guidelines for Language differentiation for the reading, listening/speaking, and writing as defined in TEAM, Teaching ELLs for Academic Language Mastery.	

Fig. 1.4

Academic Language	
Tier 1	Most common, basic words used in everyday language
Tier 2	High-frequency words and multiple-meaning words across the content areas. These words are often used more commonly in written texts than in common conversation
Tier 3	Low frequency words that are used in specific content areas or domains. These are technical words that are content/subject specific.
*Each unit/lesson includes academic vocabulary across all tiers that support academic language acquisition and its use through all four domains of language acquisition.	

Pre-Unit
Introductions and Assessments
Summary and Rationale
In this unit, students will focus on survival English to ensure that they are able to communicate basic needs within the school and in the community. New students will be assessed for their eligibility to qualify for the ESL program. Eligible students will be placed and scheduled into the program based on grade and/or proficiency level. Pre-assessments will take place during this time.
Recommended Pacing
3-4 weeks
Standards
WIDA/ELD: Standard 1: English language learners communicate for social and instructional purposes within the school setting.   Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.   Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.   Standard 4: English language learners communicate information, ideas and concepts necessary for academic

success in the content area of Science.
Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Instructional Focus

Enduring Understandings	Essential Questions
● Some language is social language (BICs) and other language is academic (CALPS) ● Every class has a routine and rules ● There is some language that will help me communicate better with my peers and teachers.	● What is the difference between academic and social language and how do we utilize each? ● What are the routines and rules for each class? ● How can I communicate effectively and clearly with my peers and teachers?
Language Differentiations	**Suggested Academic Language**
Students may be in groups of varying proficiency levels. In these groups, teachers will provide activities that encourage students to participate in all domains of language acquisition at a level that is appropriate to them based on the ELP indicators in Fig. 1.3.	Academic language includes discipline-specific content vocabulary, grammar and punctuation, and language conventions specific to a content area. Each unit includes academic language by tiers (as seen in Fig. 1.4) depending on students' English language proficiency.

Objectives (SLO)

Students will know: ● That some language is used socially and other language is used academically. ● That each classroom has a routine and rules.	Students will be able to: ● Differentiate between social and academic language and use each in the appropriate setting. ● Follow class routines and rules

Evidence of Learning

Students will be assessed using multiple criteria across domains of language acquisition. Students will demonstrate learning throughout lessons and units of study varying by proficiency level and grade cluster using the following at the appropriate times.

● Reading, writing, speaking, and listening tasks
● Turn and talks
● Checks for understanding (visual/gestures)
● Oral discussions with sentence frames
● Cloze exercises
● Written and oral exit tickets

- Summative unit assessments
- Quizzes to evidence comprehension

Suggested Resources/Technology Tools/Virtual Learning

Suggested Resources - May include but are not limited to online websites/ESL apps, a variety Game-based websites
- ESL support websites
- Closed Captioning Features
- Google G-Suite Tech. Tools
- Flipgrid
- Edpuzzle
- Schoology

Kami or teacher-made materials, WIDA Model Screener, and possible alternate assessment materials.

Technology Tools may include:
- Raz-Plus
- OPD
- ESL Library
- Game-based websites
- ESL support websites
- Closed Captioning Features
- Google G-Suite Tech. Tools
- Flipgrid
- Edpuzzle
- Schoology
- Kami

Virtual Learning - May include but is not limited to online websites/ESL apps, a variety of teacher-made materials, WIDA Remote Model Screener, and possible alternate assessment materials. Virtual Learning approaches will include synchronous and asynchronous student and teacher collaboration. This will be done through immediate communication (live with the teacher) and communication over time (online pre-recorded lessons and activities) which includes, but is not limited to: live teacher and peer-to peer group discussions, closed captioning, lessons through google meets with chat features, conferences, student observations, active student participation with projects or tasks, game-based learning, and complimentary online support videos and tools that focus on skills, standards, student levels, and abilities. The activities, approaches, and materials utilized will include each of the four domains: listening, speaking, reading, and writing.

Modifications/Virtual Learning Modifications

English Language Proficiency Level/504s/GT - All activities will be modified to students' proficiency levels based on the WIDA Model, Screener, and ACCESS as described in Fig. 1.3. Modifications for ELP

levels include, but are not limited to using picture representations, gestures, front-loading vocabulary, teacher modeling and providing scaffolds such as sentence frames, graphic organizers, and word banks.

Special Education - Students' IEPs will be read and implemented by the teacher and modifications such as the following will be implemented throughout lessons:
Extended time, quiz or test correction, directions or text read aloud for students, activities broken down into segments, etc.

Modifications for Virtual Learning - Differentiation of instruction will be implemented to support all learners of various proficiency levels and abilities. Additional support will be available through live conferences, google meets with chat features, closed captioning feature, support videos, or re-teach and enrichment activities. Selected activities will provide students the option to submit their work and materials online, in written form via Schoology or Kami, through pre-recorded audio, video or verbal communication with their teacher.

Career Readiness, Life Literacies, and Key Skills NJSLS (June 2020)

Please select all standards that apply to this unit of study:
- ✓ Act as a responsible and contributing community member and employee.
- ❏ Attend to financial well-being
- ❏ Consider the environmental , social, and economic impacts and decisions
- ❏ Demonstrate creativity and innovation
- ❏ Utilize critical thinking to make sense of problems and persevere in solving them
- ❏ Demonstrate creativity and innovation.
- ❏ Model integrity, ethical leadership and effective management
- ❏ Plan education and career paths aligned to personal goals
- ✓ Use technology to enhance productivity increase collaboration and communicate effectively
- ✓ Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at:
http://www.state.nj.us/education/cccs/2014/career/9.pdf

Unit 1
All About Me

Summary and Rationale

In this unit students will be introduced to All About Me and the vocabulary necessary for describing themselves, the five senses, body parts, and food. Students will be provided with the opportunity to share personal information as they get to know more about one another and their teachers. These language features will be reinforced throughout the year as students become more comfortable with the language.

Also appropriate in this unit, will be an introduction to the various holidays that take place throughout the unit (Oct.-Nov.). Also, occurring regularly throughout each of the units, phonics skills will be reinforced. This may be done in tandem with the students' regular language arts class.

Recommended Pacing

8-10 weeks

Standards

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Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

ELA Connections to Standards
Reading Strategies
Identify main ideas and details that support main ideas
Understand features of different genres (informational, personal narrative, fiction)
Determine meaning of words and phrases
Ask and answer questions to demonstrate understanding of a text
Use information gained from illustrations and words to demonstrate understanding of a text
Describe connections between events, ideas, and information in a text
Know and apply grade-level phonics and word analysis skills in decoding words
Understand and use text features to locate information and facts in a text
Ask and answer questions about details in a text
Find the main topic
Retell key details
Tell the connection between two events, individuals, ideas, or piece of information
Understand text features
Use text features to find facts and information in a text
Use illustrations and details to tell about key ideas
Identify reasons author gives to support points in a text
Identify how two texts are similar and different
Recognize and read irregularly spelled words
Understand the parts of a story
Understand features of different genres (informational, literary, personal narrative)
Describe connections between characters, events, and ideas in a story
Understand sequence of events in a story
Writing Focus

Use end punctuation correctly
Use descriptive language in paragraph form
Write about one of the five senses
Write informative/explanatory text to tell about one of the senses
Use personal, possessive, and indefinite pronouns
Use commas correctly with a list of items
Recognize and use capitalization
Develop a topic
Use simple and compound sentences
Capitalize proper nouns
Use details in writing
Use digital tools to produce and publish writing
Write about an opinion and support it with reasons
Speaking and Listening
Follow instructions
Ask and answer questions to demonstrate understanding of a text
Participate in conversations
Read prose orally with accuracy and fluency to support comprehension
Respond to comments of others in conversations
Ask questions to clarify confusion about topics or texts being discussed
Use language to describe people, places, and events in detail
Use complete sentences
Read grade-level text aloud with accuracy and fluency
Describe characters, plot, setting, and theme of a story
Grammar and English Conventions

Use language and its conventions when writing
Use capitalization correctly
Use end punctuation correctly
Use commas to separate single words in a series of items
Print uppercase and lowercase letters
Use personal, possessive, and indefinite pronouns
Use common, proper, and possessive nouns
Use singular and plural nouns
Use verbs to tell about the past, present, and future
Use adjectives correctly
Use determiners and conjunctions
Use pronouns correctly
Use commas correctly

Interdisciplinary Connections

Reading:Foundational Skills
RF.1.2 Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

Speaking and Listening
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
SL.1.6 Produce complete sentences when appropriate to task and situation.

Language
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.12 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
L.1.5 grade 1 reading and content, choosing flexibly from an array of strategies.
Make connections between words real life and their use.

Key Ideas and Details
RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.

Writing
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Integration of Technology

8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Instructional Focus

Enduring Understandings	Essential Questions
● Knowing my own personal information is important in daily life. ● My five senses can help me explore and learn about me. ● The senses are connected to different body parts and have different functions. ● Paragraph writing has a form and function. ● The senses are used to describe. ● Informational text gives information. ● My bones are an important part of my body. ● A news story using WH words to get information. ● Food is an important part of my life. ● We eat different meals at different times of the day.	● How can I use my personal information in daily life? What are my five senses and how do they help me understand? ● How are the senses and body parts connected and what are their purposes? ● What is the form and function of a paragraph? ● How can I use my five senses to describe when communicating in spoken and written English? ● How is an informational text different from other text? ● Why are bones important to the body? ● Why are WH words important when writing a news story? ● Why is food important? ● What meals do we eat at different times of the day? ● Why is the main idea important? ● What language conventions will help me to be better understood and understand? ● What reading strategies will help me better understand a text? ● How are special days and holidays celebrated?

● The main idea is the most important idea in a text. ● My knowledge of language and its conventions will help me use the language. ● Different reading strategies will help me understand a text. ● Every culture has special days, holidays and traditions.	

Language Differentiations	Suggested Academic Language
Students may be in groups of varying proficiency levels. In these groups, teachers will provide My activities that encourage students to participate in all domains of language acquisition at a level that is appropriate to them based on the ELP indicators in Fig. 1.3.	Academic language includes discipline-specific content vocabulary, grammar and punctuation, and language conventions specific to a content area. Each unit includes academic language by tiers (as seen in Fig. 1.4) depending on students' English language proficiency.

Objectives (SLO)	
Students will know: ● Main Idea ● Commas ● Descriptive Paragraph ● Text Features ● Antonyms ● News Story ● Parts of a Story ● Pronouns ● Story ● Knowledge of language and its conventions will help me use the language.	Students will be able to: ● Identify the main idea of the story ● Use commas when listing three or more things ● Develop a descriptive paragraph ● Identify text features within a text ● Identify words that have opposite meanings ● Understand why we have news stories ● Identify the parts of a story ● Use the proper pronouns during discussion or writing ● Tell a story ● Understand different language conventions ● Understand how to use different reading strategies ● Identify holidays and traditions celebrated

● Different reading strategies will help me understand a text. ● Every culture has special days, holidays and traditions.	

Evidence of Learning

Students will be assessed using multiple criteria across domains of language acquisition. Students will demonstrate learning throughout lessons and units of study varying by proficiency level and grade cluster using the following at the appropriate times:

- Reading, writing, speaking, and listening tasks
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Suggested Resources/Technology Tools/Virtual Learning

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Kami or teacher-made materials, WIDA Model Screener, and possible alternate assessment materials.

Technology Tools may include:
- Raz-Plus

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- ESL Library
- Game-based websites
- ESL support websites
- Closed Captioning Features
- Google G-Suite Tech. Tools
- Flipgrid
- Edpuzzle
- Schoology
- Kami
- Additional materials may include but are not limited to:
- Teacher generated PowerPoint/Google slides presentations for classroom display
- Various teacher created practice pages
- Flashcards/picture prompts to elicit vocabulary and sentences in both written and spoken form
- Authentic readings, age/level appropriate from online resources
- Schoology, Google Drive and Chromebooks or iPads for newcomers
- Google applications to create graphs, documents, slides, etc.
- Brain Pop; Quizlet; wordreference.com; RAZ kids ELL; OPD, ESL Library, Imagine Learning, etc.
- Scholastic Library Books and Scholastic Action materials for authentic readings
- Materials for demonstrations, i.e. manipulatives, games, realia, etc. related to thematic units to convey meaning
- Story books and Storyboards
- Graphic organizers, Venn diagrams, etc. sentence frames, word banks, vocabulary notebooks, journals
- Online websites for research based on proficiency level
- YouTube for videos
- Specific texts and practice pages further detailed in Unit Plans for each curriculum cluster supported by TEAM - Teaching ELLs for Academic Language Mastery by Continental Press
- Word to Word Dictionaries Thematic presentation of vocabulary and academic language
- Varied activities to maintain student focus
- TPR / TPRS; Storytelling
- RolePlay and Cooperative Practice, partner activities and dialogues
- Use of CDs, videos, and audio files to aid in comprehension
- Interpersonal communication, rehearsed dialogues, projects, and songs

Virtual Learning - May include but is not limited to online websites/ESL apps, a variety of teacher-made materials, WIDA Remote Model Screener, and possible alternate assessment materials. Virtual Learning approaches will include synchronous and asynchronous student and teacher collaboration. This will be done through immediate communication (live with the

teacher) and communication over time (online pre-recorded lessons and activities) which includes, but is not limited to: live teacher and peer-to peer group discussions, closed captioning, lessons through google meets with chat features, conferences, student observations, active student participation with projects or tasks, game-based learning, and complimentary online support videos and tools that focus on skills, standards, student levels, and abilities. The activities, approaches, and materials utilized will include each of the four domains: listening, speaking, reading, and writing.

Modifications/Virtual Learning Modifications

English Language Proficiency Level/504s/GT - All activities will be modified to students' proficiency levels based on the WIDA Model, Screener, and ACCESS as described in Fig. 1.3. Modifications for ELP levels include, but are not limited to using picture representations, gestures, front-loading vocabulary, teacher modeling and providing scaffolds such as sentence frames, graphic organizers, and word banks.

Special Education - Students' IEPs will be read and implemented by the teacher and modifications such as the following will be implemented throughout lessons:
Extended time, quiz or test correction, directions or text read aloud for students, activities broken down into segments, etc.

Modifications for Virtual Learning - Differentiation of instruction will be implemented to support all learners of various proficiency levels and abilities. Additional support will be available through live conferences, google meets with chat features, closed captioning feature, support videos, or re-teach and enrichment activities. Selected activities will provide students the option to submit their work and materials online, in written form via Schoology or Kami, through pre-recorded audio, video or verbal communication with their teacher.

Career Readiness, Life Literacies, and Key Skills NJSLS (June 2020)

Please select all standards that apply to this unit of study:
- ✓ Act as a responsible and contributing community member and employee.
- ○ Attend to financial well-being
- ○ Consider the environmental , social, and economic impacts and decisions
- ✓ Demonstrate creativity and innovation
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them
- ✓ Demonstrate creativity and innovation.
- ✓ Model integrity, ethical leadership and effective management
- ✓ Plan education and career paths aligned to personal goals
- ✓ Use technology to enhance productivity increase collaboration and communicate effectively
- ✓ Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at:
http://www.state.nj.us/education/cccs/2014/career/9.pdf

Unit 2
Telling Stories
Summary and Rationale

In this unit students will be introduced to several genres of fiction and nonfiction texts and writing styles. In conjunction with the passages, vocabulary necessary for communicating about them will be taught. Throughout this unit of study, students will be able to give and support opinions, compare and contrast using various organizers, as well as, cause and effect. These language features will be reinforced throughout the year as students become more comfortable with the language.

Also appropriate in this unit, will be an introduction to the various holidays that take place throughout the unit (Nov.-Dec.). Also, occurring regularly throughout each of the units, phonics skills will be reinforced. This may be done in tandem with the students' regular language arts class.

Recommended Pacing

8 - 10 weeks

Standards

WIDA/ELD:
Standard 1: English language learners communicate for social and instructional purposes within the school setting.
Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

ELA Connections to Standards
Reading Strategies
Identify main ideas and details that support main ideas
Understand the parts of a story
Understand features of different genres (informational, literary, personal narrative)
Determine meaning of words and phrases
Ask and answer questions to demonstrate understanding of a text
Use information gained from illustrations and words to demonstrate understanding of a text
Describe connections between characters, events, and ideas in a story
Understand sequence of events in a story
Ask and answer questions about details in a text
Find the main topic
Retell key details
Tell the connection between two events, individuals, ideas, or pieces of information
Understand text features
Use text features to find facts and information in a text
Use illustrations and details to tell about key ideas
Identify reasons author gives to support points in a text
Recognize and read irregularly spelled words
Ask and answer questions about details in a text
Describe characters and explain how their actions contribute to a sequence of events
Identify parts of a story
Understand words and their meanings and their context
Identify words and phrases that tell about feelings or appeal to the senses
Writing Focus

Use end punctuation correctly
Use pronouns correctly
Write about a favorite story
Give reasons to support an opinion
Recognize and use capitalization
Develop a topic
Use simple and compound sentences
Use a variety of sentences, such as interrogative, imperative, and exclamatory
Capitalize proper nouns
Use details in writing
Use digital tools to produce and publish writing
Write narratives that tell about two or more events in sequence
Speaking and Listening
Follow instructions
Ask and answer questions to demonstrate understanding of a text
Participate in conversations
Read prose orally with accuracy and fluency to support comprehension
Respond to comments of others in conversation
Ask questions to clarify confusion about topics of texts being discussed
Ask and answer questions about a text
Use language to describe people, places, and events in detail
Use complete sentences
Read grade-level text aloud with accuracy and fluency
Grammar and English Conventions
Use language and its conventions when writing

Use capitalization correctly
Use end punctuation correctly
Use *is* and *are* correctly
Print uppercase and lowercase letters
Use singular and plural nouns
Use singular and plural verbs
Use common, proper, and possessive nouns
Use personal, possessive, and indefinite pronouns
Use verbs to tell about the past, present, and future
Use adjectives correctly
Use determiners and conjunctions
Use commas correctly

Interdisciplinary Connections

Reading:Foundational Skills
RF.1.2 Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

Speaking and Listening
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
SL.1.6 Produce complete sentences when appropriate to task and situation.

Language
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.12 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
L.1.5 Make connections between words real life and their use.

Key Ideas and Details
RL.1.1. Ask and answer questions about key details in a text.
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.

Writing
W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

● Different genres of stories have a unique purpose. ● We formulate opinions and use details to support them ● I understand that using different reading strategies will help me understand a text. ● Journal entries help me to develop language skills ● My knowledge of language and its conventions will help me use the language. ● Different reading strategies will help me understand a text. ● Every culture has special days, holidays and traditions.	● What are the different genres of stories and what are the purposes of each? ● How do we support our opinions? ● What reading strategies will help me better understand a text? ● How does writing in a journal help me to develop language skills? ● What language conventions will help me to be better understood and understand? ● What reading strategies will help me better understand a text? ● How are special days and holidays celebrated?

Language Differentiations	**Suggested Academic Language**
Students may be in groups of varying proficiency levels. In these groups, teachers will provide activities that encourage students to participate in all domains of language acquisition at a level that is appropriate to them based on the ELP indicators in Fig. 1.3.	Academic language includes discipline-specific content vocabulary, grammar and punctuation, and language conventions specific to a content area. Each unit includes academic language by tiers (as seen in Fig. 1.4) depending on students' English language proficiency.

Objectives (SLO)	
Students will know: ● Compare and Contrast ● Subject and Verb agreement (is and are) ● Opinion ● Cause and Effect ● Conjunctions	Students will be able to: ● Compare and Contrast different things ● Identify subject and verb agreement in a sentence ● Form opinions about different topics ● Identify cause and effect ● Identify conjunctions in a sentence ● Keep a journal of events

- Diary/Journal Entry - Sequence - Past Tense Verbs - Parts of a Story - Knowledge of language and its conventions will help me use the language. - Different reading strategies will help me understand a text. - Every culture has special days, holidays and traditions.	- Arrange events in order from first to last - Identify past tense verbs - Discuss and retell a story - Understand different language conventions - Understand how to use different reading strategies - Identify holidays and traditions celebrated

Evidence of Learning

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- Turn and talks
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Suggested Resources/Technology Tools/Virtual Learning

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- Flashcards/picture prompts to elicit vocabulary and sentences in both written and spoken form
- Authentic readings, age/level appropriate from online resources
- Schoology, Google Drive and Chromebooks or iPads for newcomers
- Google applications to create graphs, documents, slides, etc.
- Brain Pop; Quizlet; wordreference.com; RAZ kids ELL; OPD, ESL Library, Imagine Learning, etc.
- Scholastic Library Books and Scholastic Action materials for authentic readings
- Materials for demonstrations, i.e. manipulatives, games, realia, etc. related to thematic units to convey meaning
- Story books and Storyboards
- Graphic organizers, Venn diagrams, etc. sentence frames, word banks, vocabulary notebooks, journals
- Online websites for research based on proficiency level
- YouTube for videos
- Specific texts and practice pages further detailed in Unit Plans for each curriculum cluster supported by TEAM - Teaching ELLs for Academic Language Mastery by Continental Press
- Word to Word Dictionaries Thematic presentation of vocabulary and academic language
- Varied activities to maintain student focus
- TPR / TPRS; Storytelling
- RolePlay and Cooperative Practice, partner activities and dialogues
- Use of CDs, videos, and audio files to aid in comprehension
- Interpersonal communication, rehearsed dialogues, projects, and songs

Virtual Learning - May include but is not limited to online websites/ESL apps, a variety of teacher-made materials, WIDA Remote Model Screener, and possible alternate assessment materials. Virtual Learning approaches will include synchronous and asynchronous student and teacher collaboration. This will be done through immediate communication (live with the

teacher) and communication over time (online pre-recorded lessons and activities) which includes, but is not limited to: live teacher and peer-to peer group discussions, closed captioning, lessons through google meets with chat features, conferences, student observations, active student participation with projects or tasks, game-based learning, and complimentary online support videos and tools that focus on skills, standards, student levels, and abilities. The activities, approaches, and materials utilized will include each of the four domains: listening, speaking, reading, and writing.

Modifications/Virtual Learning Modifications

English Language Proficiency Level/504s/GT - All activities will be modified to students' proficiency levels based on the WIDA Model, Screener, and ACCESS as described in Fig. 1.3. Modifications for ELP levels include, but are not limited to using picture representations, gestures, front-loading vocabulary, teacher modeling and providing scaffolds such as sentence frames, graphic organizers, and word banks.

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Career Readiness, Life Literacies, and Key Skills NJSLS (June 2020)

Please select all standards that apply to this unit of study:
- ✓ Act as a responsible and contributing community member and employee.
- ✓ Attend to financial well-being
- ✓ Consider the environmental , social, and economic impacts and decisions
- ✓ Demonstrate creativity and innovation
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them
- ✓ Demonstrate creativity and innovation.
- ✓ Model integrity, ethical leadership and effective management
- ✓ Plan education and career paths aligned to personal goals
- ✓ Use technology to enhance productivity increase collaboration and communicate effectively
- ✓ Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at:
http://www.state.nj.us/education/cccs/2014/career/9.pdf

Unit 3
Plants & Living Things
Summary and Rationale
In this unit, students will study living things and their life cycles. Students will learn about the parts of the plant and their functions, the different types of plants, seasons, and other related information. They will continue to build their understanding of the main idea, cause and effect , as well as, the author's point of view. In order to reinforce writing skills, students will be asked to produce different forms of writing. Also appropriate in this unit, will be an introduction to the various holidays that take place throughout the unit (Dec.-Feb.). Also, occurring regularly throughout each of the units, phonics skills will be reinforced. This may be done in tandem with the students' regular language arts class.
Recommended Pacing
8 - 10 weeks
Standards
WIDA/ELD: Standard 1: English language learners communicate for social and instructional purposes within the school setting. Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science. Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies
ELA Connections to Standards
Reading Strategies
Ask and answer questions about details in a text
Find the main topic

Retell key details
Tell the connection between two events, individuals, ideas, or pieces of information
Understand text features
Use text features to find facts and information in a text
Use illustrations and details to tell about key ideas
Identify reasons author gives to support points in a text
Recognize and read irregularly spelled words
Ask and answer questions about a details in a story
Describe characters and explain how their actions contribute to a sequence of events
Identify parts of a story
Understand point of view
Identify characteristics of a story and poem
Understand words and their meanings and their context
Identify words and phrases that tell about feelings or appeal to the senses

Writing Focus

Develop a topic
Use simple and compound sentences
Use a variety of sentences, such as interrogative, imperative, and exclamatory
Capitalize proper nouns
Use end punctuation correctly
Use details in writing
Use digital tools to produce and publish writing
Write informative or explanatory texts
Write narratives that tell about two or more events in sequence

Speaking and Listening

Respond to comments of others in conversation
Ask questions to clarify confusion about topics or texts being discussed
Ask and answer questions about a text
Use language to describe people, places, and events in detail
Use complete sentences
Read grade-level text aloud with accuracy and fluency

Grammar and English Conventions

Print uppercase and lowercase letters
Use common, proper, and possessive nouns
Use singular and plural nouns
Use personal, possessive, and indefinite pronouns
Use verbs to tell about the past, present, and future
Use adjectives correctly
Use determiners and conjunctions
Use commas correctly

Interdisciplinary Connections

Reading:Foundational Skills
RF.1.2 Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

Speaking and Listening
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
SL.1.6 Produce complete sentences when appropriate to task and situation.

Language
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.12 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
L.1.5 Make connections between words real life and their use.

Key Ideas and Details
RL.1.1. Ask and answer questions about key details in a text.
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.
RL.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

Language Differentiations	Suggested Academic Language
Students may be in groups of varying proficiency levels. In these groups, teachers will provide activities that encourage students to participate in all domains of language acquisition at a level that is appropriate to them based on the ELP indicators in Fig. 1.3.	Academic language includes discipline-specific content vocabulary, grammar and punctuation, and language conventions specific to a content area. Each unit includes academic language by tiers (as seen in Fig. 1.4) depending on students' English language proficiency.

Objectives (SLO)

Students will know:	Students will be able to:
- Main idea and details - Possessive Nouns - Plan - Cause and Effect - Adjectives - Letter - Point of View - Future Tense Verbs - Diary/journal Entry - Knowledge of language and its conventions will help me use the language. - Different reading strategies will help me understand a text. - Every culture has special days, holidays and traditions.	- Understand what details support the main idea - Identify possessive nouns - Develop a plan for writing - Identify cause and effect - Identify adjectives in a passage - Understand the parts of a letter - Write a letter - Understand/Identify the point of view of a character - Identify future tense - Document events in a journal - Understand different language conventions - Understand how to use different reading strategies - Identify holidays and traditions celebrated ·

Evidence of Learning

Students will be assessed using multiple criteria across domains of language acquisition. Students will demonstrate learning throughout lessons and units of study varying by proficiency level and grade cluster using the following at the appropriate times:

- Reading, writing, speaking, and listening tasks
- Turn and talks
- Checks for understanding (visual/gestures)
- Oral discussions with sentence frames
- Cloze exercises
- Written and oral exit tickets
- Summative unit assessments
- Quizzes to evidence comprehension

Suggested Resources/Technology Tools/Virtual Learning

Suggested Resources - May include but are not limited to online websites/ESL apps, a variety Game-based websites
- ESL support websites
- Closed Captioning Features
- Google G-Suite Tech. Tools
- Flipgrid
- Edpuzzle
- Schoology

Kami or teacher-made materials, WIDA Model Screener, and possible alternate assessment materials.

Technology Tools may include:
- Raz-Plus
- OPD
- ESL Library
- Game-based websites
- ESL support websites
- Closed Captioning Features
- Google G-Suite Tech. Tools
- Flipgrid
- Edpuzzle
- Schoology
- Kami
- Additional materials may include but are not limited to:
- Teacher generated PowerPoint/Google slides presentations for classroom display
- Various teacher created practice pages

- Flashcards/picture prompts to elicit vocabulary and sentences in both written and spoken form
- Authentic readings, age/level appropriate from online resources
- Schoology, Google Drive and Chromebooks or iPads for newcomers
- Google applications to create graphs, documents, slides, etc.
- Brain Pop; Quizlet; wordreference.com; RAZ kids ELL; OPD, ESL Library, Imagine Learning, etc.
- Scholastic Library Books and Scholastic Action materials for authentic readings
- Materials for demonstrations, i.e. manipulatives, games, realia, etc. related to thematic units to convey meaning
- Story books and Storyboards
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- Online websites for research based on proficiency level
- YouTube for videos
- Specific texts and practice pages further detailed in Unit Plans for each curriculum cluster supported by TEAM - Teaching ELLs for Academic Language Mastery by Continental Press
- Word to Word Dictionaries Thematic presentation of vocabulary and academic language
- Varied activities to maintain student focus
- TPR / TPRS; Storytelling
- RolePlay and Cooperative Practice, partner activities and dialogues
- Use of CDs, videos, and audio files to aid in comprehension
- Interpersonal communication, rehearsed dialogues, projects, and songs

Virtual Learning - May include but is not limited to online websites/ESL apps, a variety of teacher-made materials, WIDA Remote Model Screener, and possible alternate assessment materials. Virtual Learning approaches will include synchronous and asynchronous student and teacher collaboration. This will be done through immediate communication (live with the teacher) and communication over time (online pre-recorded lessons and activities) which includes, but is not limited to: live teacher and peer-to peer group discussions, closed captioning, lessons through google meets with chat features, conferences, student observations, active student participation with projects or tasks, game-based learning, and complimentary online support videos and tools that focus on skills, standards, student levels, and abilities. The activities, approaches, and materials utilized will include each of the four domains: listening, speaking, reading, and writing.

Modifications/Virtual Learning Modifications

English Language Proficiency Level/504s/GT - All activities will be modified to students' proficiency levels based on the WIDA Model, Screener, and ACCESS as described in Fig. 1.3. Modifications for ELP levels include, but are not limited to using picture representations,

gestures, front-loading vocabulary, teacher modeling and providing scaffolds such as sentence frames, graphic organizers, and word banks.

Special Education - Students' IEPs will be read and implemented by the teacher and modifications such as the following will be implemented throughout lessons:
Extended time, quiz or test correction, directions or text read aloud for students, activities broken down into segments, etc.

Modifications for Virtual Learning - Differentiation of instruction will be implemented to support all learners of various proficiency levels and abilities. Additional support will be available through live conferences, google meets with chat features, closed captioning feature, support videos, or re-teach and enrichment activities. Selected activities will provide students the option to submit their work and materials online, in written form via Schoology or Kami, through pre-recorded audio, video or verbal communication with their teacher.

Career Readiness, Life Literacies, and Key Skills NJSLS (June 2020)

Please select all standards that apply to this unit of study:
- ✓ Act as a responsible and contributing community member and employee.
- ✓ Attend to financial well-being
- ✓ Consider the environmental , social, and economic impacts and decisions
- ✓ Demonstrate creativity and innovation
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them
- ✓ Demonstrate creativity and innovation.
- ✓ Model integrity, ethical leadership and effective management
- ✓ Plan education and career paths aligned to personal goals
- ✓ Use technology to enhance productivity increase collaboration and communicate effectively
- ✓ Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at:
http://www.state.nj.us/education/cccs/2014/career/9.pdf

Unit 4

Different Games and Activities

Summary and Rationale

In this unit, students will study a variety of games and activities. Students will write a how -to paragraph, give directions, write a plan, and continue to develop letter writing skills. They will continue to build their understanding of the main idea, sequence , as well as, compare and contrast. In order to reinforce writing skills, students will be asked to produce different forms of writing.

Also appropriate in this unit, will be an introduction to the various holidays that take place throughout the unit (May-June). Also, occurring regularly throughout each of the units, phonics skills will be reinforced. This may be done in tandem with the students' regular language arts class.

Recommended Pacing

8-10 weeks

Standards

WIDA/ELD:
Standard 1: English language learners communicate for social and instructional purposes within the school setting.
Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

ELA Connections to Standards

Reading Strategies

Ask and answer questions about details in a text

Find the main topic

Retell key details

Tell the connection between two events, individuals, ideas, or pieces of information

Make predictions

Understand text features

Use text features to find facts and information in a text
Use illustrations and details to tell about key ideas
Identify reasons author gives to support points in a text
Recognize and read irregularly spelled words
Ask and answer questions to demonstrate understanding of a story
Understand the parts of a story
Find the main idea or theme
Understand features of different genres (informational, literary, personal narrative)
Determine meaning of words and phrases
Use information gained from illustrations and words to demonstrate understanding of a text
Describe connections between characters, events, and ideas in a story
Understand sequence of events in a story
Compare and contrast two things
Writing Focus
Develop a topic
Use simple and compound sentences
Use a variety of sentences, such as interrogative, imperative, and exclamatory
Capitalize proper nouns
Use end punctuation correctly
Use details in writing
Use digital tools to produce and publish writing
Write informative and explanatory texts
Use pronouns correctly
Write a letter
Speaking and Listening

Respond to comments of others in conversations
Ask questions to clarify confusion about topics or texts being discussed
Ask and answer questions about a text
Use language to describe people, places, and events in details
Use complete sentences
Read grade-level text aloud with accuracy and fluency
Understand language structure
Use language to clearly express ideas
Describe characters, plot, setting, point of view, and theme of story

Grammar and English Conventions

Print uppercase and lowercase letters
Use common, proper, and possessive nouns
Use singular and plural nouns
Use personal, possessive, and indefinite pronouns
Use verbs to tell about the past, present, and future
Use adjectives correctly
Use determiners and conjunctions
Use prepositions correctly
Use commas correctly

Interdisciplinary Connections

Reading:Foundational Skills
RF.1.2 Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

Speaking and Listening
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

SL.1.6 Produce complete sentences when appropriate to task and situation.	

Language
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.12 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
L.1.5 Make connections between words real life and their use.

Key Ideas and Details
RL.1.1. Ask and answer questions about key details in a text.
RL.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

Enduring Understandings	Essential Questions
- There are different games with specific rules and objectives. How- to paragraphs give directions - My knowledge of language and its conventions will help me use the language. - Different reading strategies will help me understand a text. - Every culture has special days, holidays and traditions.	- How do I play different games? - What is the purpose of a how-to paragraph? - What language conventions will help me to be better understood and understand? - What reading strategies will help me better understand a text? - How are special days and holidays celebrated?
Language Differentiations	Suggested Academic Language
Students may be in groups of varying proficiency levels. In these groups, teachers will provide activities that encourage students to participate in all domains of language acquisition at a level that is appropriate to them based on the ELP indicators in Fig. 1.3.	Academic language includes discipline-specific content vocabulary, grammar and punctuation, and language conventions specific to a content area. Each unit includes academic language by tiers (as seen in Fig. 1.4) depending on students' English language proficiency.

Objectives (SLO)	
Students will know: ● Predictions ● Prepositions ● How-to ● Sequence ● Homophones ● Plan ● Compare and Contrast ● End Punctuation ● Letter writing ● Knowledge of language and its conventions will help me use the language. ● Different reading strategies will help me understand a text. ● Every culture has special days, holidays and traditions.	Students will be able to: . ● Understand how to make a prediction ● Identify propositions in a passage ● Write or explain how-to do something ● Order events from first to last ● Identify and understand homophone words ● Create a plan for writing ● Compare and contrast objects ● Identify different end punctuation ● Write letters for different reasons ● Understand different language conventions ● Understand how to use different reading strategies ● Identify holidays and traditions celebrated

Evidence of Learning

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