Newcomer Support
Curriculum
K-12 ESL

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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.	

Who is considered a NEWCOMER?

Newcomers are students who enter school under the Entering and Beginner Levels as per the WIDA Model or Screener. These students will engage in the acquisition of survival English language and learning about the culture of the United States, the community they live in, and the school community.

Summary and Rationale

The Newcomer objectives shall serve as a guide for teachers with Entering/Beginner students at all levels K-12. They will include a focus on survival English to ensure that students are able to communicate basic needs within the school and in the community.

Recommended Pacing

Pacing will vary by student as some may be able to transition to their respective grade level cluster curriculum at different times.

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

Reading Strategies

Determine meanings of words and phrases

Recognize and pronounce initial vowel and consonant sounds

Connect spoken words with written text

Use information gained from illustrations and words to demonstrate understanding of the text

Writing Focus
Use a combination of drawing, dictating, and writing to communicate

Speaking & Listening
Follow directions
Participate in conversations

Grammar & English Conventions
Demonstrate an understanding of word relationships
Correctly write and use the word *I*

Instructional Focus

Enduring Understandings	**Essential Questions**
- Some language is vital in order to survive, participate, and learn in my new environment. - Different kinds of language are utilized socially(BICs) and academically (CALPs). - There are similarities between my first language and culture and my present language and culture. These similarities can help me to adapt and learn.	- What English language skills do students need to participate in daily life (survival English)? - What English language skills do students need to participate in learning (academic language)? - What connections can students make between their first language and culture and their present language and culture?

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:

- Personal information
- How to address an envelope
- The alphabet and its sounds
- Shapes and their names
- Parts of the body
- Numerals 1-100
- Time words
- Calendar skills
- Times of day
- How to use before and after
- Weather
- Names for money
- Colors
- Names of food/meals and vocabulary related to food/meals
- News stories and advertisements
- Measurement words
- Greetings
- Basic directions and important signs
- School nouns/objects
- School verbs/commands
- Common verbs
- How to ask and reply to simple questions
- How to express likes and dislikes
- How to express and reply to feelings (physical, emotional, etc.)

Students will be able to:

- State their name, address, and telephone number
- State the names of people in their family
- Address an envelope
- Print the letters of the alphabet, know it's sounds, and comprehend and utilize cursive writing
- Identify shapes and their names
- Know the names and locations of the parts of the body
- Count to 100, write numerals to 100, read/write words to 100
- Tell time and understand expressions for time
- Use a calendar, know the days, know the months and seasons
- Know the times of day (e.g. morning, afternoon, night)
- Use before and after
- Know words for weather variations (e.g. snowy, rainy, windy, hot, cold, ….)
- Know the names for money, read prices, and make change
- Say, read, and identify color names
- Know the names of foods/meals, how to order from a menu, utensils, and other food related vocabulary
- Read a newspaper and ads
- Understand various measurements (e.g. pound, inch, mile)
- Use greetings, polite words, make introductions, use a phone, answer a door
- Understand basic directions, read important signs, (e.g. exit, beware, restroom) know the words for common occupations
- Know school nouns/objects (e.g. book, eraser, classroom, teacher)
- Know school verbs and commands (e.g. sit, stand, draw, write, open your book)
- Know common verbs (e.g. eat, drink, need, wait, want, do)

	● Ask simple questions, use WH words (e.g. When do we go home? Why is school closed?) ● Reply to simple questions ● Express likes and dislikes ● Express and reply to questions about health and feelings.

Suggested Resources/Technology Tools/Virtual Learning

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

Kami 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
- 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