



ESL Curriculum Kindergarten

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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 Animals
December-February Trimester 2	Unit 2 Life in Different Environments
February-April ACCESS 2.0	
March-April Trimester 2-3	Unit 3 All About Weather
May-June Trimester 3	Unit 4 Community & Jobs

Fig. 1.1 WIDA ELD STANDARDS

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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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
<p>*Guidelines for Language differentiation for the reading, listening/speaking, and writing as defined in TEAM, Teaching ELLs for Academic Language Mastery.</p>	

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	
<u>WIDA/ELD:</u> Standard 1: English language learners communicate for social and instructional purposes within the school setting.	
Instructional Focus	
Enduring Understandings	Essential Questions

<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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
<p>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.</p>	<p>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.</p>
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> ● That some language is used socially and other language is used academically. ● That each classroom has a routine and rules. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Differentiate between social and academic language and use each in the appropriate setting. ● Follow class routines and rules
Evidence of Learning	
<p>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.</p>	
Suggested Resources/Technology Tools/Virtual Learning	
<p>Suggested Resources - May include but are not limited to online websites/ESL apps, a variety of teacher-made materials, WIDA Model Screener, and possible alternate assessment materials.</p> <p>Technology Tools may include:</p> <ul style="list-style-type: none"> ● 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
Animals
Summary and Rationale
<p>In this unit students will be introduced to animals and the vocabulary necessary for describing animals and their homes. Students will be provided with the opportunity to share their likes and dislikes as they get to know more about these animals and their homes. These language features will be reinforced throughout the year as students become more comfortable with the language.</p> <p>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.</p>
Recommended Pacing
8-10 weeks
Standards
<p><u>WIDA/ELD:</u></p> <p>Standard 1: English language learners communicate for social and instructional purposes within the school setting.</p> <p>Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.</p> <p>Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.</p> <p>Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>

ELA Connections to Standards

Reading Strategies

Identify main ideas and details that support main ideas

Determine meanings 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 the text

Describe logical connections between particular sentences and paragraphs in a text

Know and apply grade-level phonics and word analysis skills in decoding words

Read with accuracy and fluency to support comprehension

Connect spoken words with written text

Recognize and pronounce initial vowel and consonant sounds

Know and use various text features to find key information in a text

Compare and contrast points in a text

Recognize features of different genres (realistic fiction, poetry)

Identify characters, setting, and major events in a story

Writing Focus

Use descriptive language

Use correct end punctuation when writing

Write to express an opinion, using a combination of drawing, dictating, and writing

Use a combination of drawing, dictating, and writing to describe a scene

Write informative/explanatory texts, using a combination of drawing, dictating, and writing

Speaking and Listening

Follow directions

Ask and answer questions to demonstrate understanding of a text

Participate in conversations

Engage in collaborative discussions	
Determine main ideas and supporting details of information presented in diverse media and formats	
Demonstrate understanding of a text presented orally	
Grammar and English Conventions	
Demonstrate an understanding of word relationships	
Recognize nouns used in a sentences	
Demonstrate a command of standard English conventions	
Make real-life connections between words and their use	
Recognize and use verbs	
Correctly write and use the word <i>I</i>	
Interdisciplinary Connections	
<p>ELA/Literacy</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>RF1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Science</p> <p>K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p>	
Integrated 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
<ul style="list-style-type: none"> ● I will understand that all living things have homes. ● Main idea is important for understanding a text. ● I will understand ‘I’ means me. ● 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. 	<ul style="list-style-type: none"> ● What kinds of homes do animals have and build? ● How can I use the main idea to understand a text? ● What word do we use to represent ourselves? ● 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
<p>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.</p>	<p>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.</p>
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> ● About animals homes ● Main idea is the most important idea ● Nouns are people, places, and things ● How to listen and participate in a conversation ● The setting is time and place ● Verbs are action words ● How to compare things that are alike and contrast things that are different ● That <i>I</i> means me ● Knowledge of language and its conventions will help me use the language. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Read, discuss, and write about animals and their homes ● Identify main idea ● Listen to a conversation and participate in a discussion ● Identify and use nouns ● Write and tell about an opinion ● Compare and contrast information in a text ● Identify and use verbs ● Recognize and describe setting in a story ● Correctly write and use the word <i>I</i> ● Understand different language conventions ● Understand how to use different reading strategies

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

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

Technology Tools may include:

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- 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

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Modifications/Virtual Learning Modifications

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Special Education - Students' IEPs will be read and implemented by the teacher and modifications such as the following will be implemented throughout lessons:

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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 2

Life in Different Environments

Summary and Rationale

In this unit students will be introduced to life in different environments and the vocabulary necessary to describe various environments. Students will be provided with the opportunity to read informational text about living things and their environments. Additionally, students will listen to, discuss, and write using sentence frames about new concepts and information learned in this unit. These language features will be reinforced throughout the year as students become more fluent 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

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

Determine meanings 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 the text

Describe logical connections between particular sentences and paragraphs in a text

Know and apply grade-level phonics and word analysis skills in decoding words

Know and use various text features to find key information in a text

Read with accuracy and fluency to support comprehension

Compare and contrast points in a text

Recognize and understand words that show sequence

Connect spoken words with written text

Recognize and pronounce initial vowel and consonant sounds
Recognize character traits
Recognize features of different genres (historical, fiction, poetry)
Identify characters, setting, and major events in a story
Find a connection between a text and the student's personal experience
Writing Focus
Write a letter, using a combination of drawing, dictating, and writing
Use descriptive language
Use correct end punctuation when writing
Describe a sequence of events
Use words to compare and contrast
Use visual clues to retell a story
Write to retell a story, demonstrating understanding of story
Speaking and Listening
Follow Instructions
Ask and answer questions to demonstrate understanding of a text
Participate in conversations
Engage in collaborative discussions
Determine main ideas and supporting details of information presented in diverse media and formats
Demonstrate understanding of a text presented orally
Grammar and English Conventions
Demonstrate an understanding of word relationships
Recognize end punctuation and differentiate between a period and an exclamation point
Use a capital letter for the first word of a sentence
Demonstrate a command of standard English conventions

Make real-life connections between words and their use	
Recognize and use plural nouns	
Insert -s to nouns to make them plural	
Interdisciplinary Connections	
ELA/Literacy	
RI.K.1 With prompting and support, ask and answer questions about key details in a text.	
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail	
Science	
K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	
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
<ul style="list-style-type: none"> ● I will understand that all living things live in different environments and they all have their purpose in our world. ● I will understand that my knowledge of language and its conventions will help me use the language. ● I will express my likes and dislikes when I compare and contrast. ● Different reading strategies will help me understand a text. ● Every culture has special days, holidays and traditions. 	<ul style="list-style-type: none"> ● Why do different living things live in different environments? ● What language conventions will help me to be better understood and understand? ● What information do we need to support our likes and dislikes? ● What reading strategies will help me better understand a text? ● How are special days and holidays celebrated?

Language Differentiations	Suggested Academic Language
<p>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.</p>	<p>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.</p>
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> ● Sequence ● Capitalization and Punctuation ● Characters ● Plural Nouns ● Compare and contrast ● Retell a story ● I understand that using different reading strategies will help me understand a text. ● Every culture has special days, holidays and traditions 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Arrange events in order from first to last ● Identify capital letters and punctuation marks ● Identify who the characters are in a story ● Add an (s) to make a word plural ● Discuss how things are alike and different ● To retell a story ● Understand different language conventions ● Understand how to use different reading strategies ● Identify holidays and traditions celebrated
Evidence of Learning	
<p>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:</p> <ul style="list-style-type: none"> ● 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

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- 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
All About Weather
Summary and Rationale
<p>In this unit students will be introduced to the weather and the vocabulary necessary to talk about and describe the weather. Students will be provided with the opportunity to read informational text about the weather. Additionally, students will listen to, discuss, and write using sentence frames about new concepts and information learned in this unit. These language features will be reinforced throughout the year as students become more fluent with the language.</p> <p>Also appropriate in this unit, will be an introduction to the various holidays that take place throughout the unit (Mar.-Apr.). 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.</p>
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

Determine meanings 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 the text

Describe logical connections between particular sentences and paragraphs in a text

Know and apply grade-level phonics and word analysis skills in decoding words

Read with accuracy and fluency to support comprehension

Compare and contrast points in a text

Connect spoken words with written text

Recognize and pronounce initial vowel and consonant sounds

Recognize and produce rhyming words

Recognize features of different genres (realistic, fiction, poetry)

Identify characters, setting, and major events in a story

Writing Focus

Using a combination of drawing, dictating, and writing, communicate facts and opinions

Use descriptive language

Use correct end punctuation when writing

Write question words in questions
Write narratives, using a combination of drawing, dictating, and writing
Describe a sequence of events
Write a retelling of a story, using a combination of drawing, dictating, and writing
Speaking and Listening
Follow instructions
Ask and answer questions to demonstrate understanding of a text
Participate in conversations
Engage in collaborative discussions
Determine main ideas and supporting details of information presented in diverse media and formats
Demonstrate understanding of a text presented orally
Grammar and English Conventions
Demonstrate an understanding of word relationships
Demonstrate a command of standard English conventions
Make real-life connections between words and their use
Recognize and find rhyming words
Understand that -ed added to many verbs shows action that happened in the past
Interdisciplinary Connections
<p>ELA/Literacy</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail</p> <p>Science</p> <p>K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather</p>
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
<ul style="list-style-type: none"> ● Weather comes in different forms. ● Questions words are used to ask and get information. ● Different forms of weather affect the environment and people? ● I will understand that 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. 	<ul style="list-style-type: none"> ● What are the different weather forms? ● What words do I use to ask questions and get information? ● How do the different forms of weather affect the environment and people? ● 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
<p>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.</p>	<p>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.</p>
Objectives (SLO)	

Students will know:

- Compare and Contrast
- Question Words
- Facts and Opinions
- Cause and Effect
- Rhyming words
- Description
- Parts of a story
- Past-Tense Verbs
- Retell 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.

Students will be able to:

- Compare and Contrast different things
- Ask and answer questions
- Understand what is a fact and an opinion
- Explain what might cause an effect
- Identify rhyming words
- Describe things
- Identify parts of a story
- Make verbs past tense
- Retell a story
- 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 of 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>

Unit 4

Community and Jobs

Summary and Rationale

In this unit students will be introduced to jobs, communities, and the vocabulary necessary to talk about and describe different jobs and communities. Students will be provided with the opportunity to read informational text about communities and jobs in their communities. Additionally, students will listen to, discuss, and write using sentence frames about new concepts and information learned in this unit. These language features will be reinforced throughout the year as students become more fluent with the language.

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

Identify main ideas and details that support main ideas

Determine meanings of words and phrases

Ask and answer questions to demonstrate understanding of a text

Describe logical connections between particular sentences and paragraphs in a text

Know and apply grade-level phonics and word analysis skills in decoding words

Read with accuracy and fluency to support comprehension

Connect spoken words with written text

Recognize and find antonyms
Recognize and pronounce initial vowel and consonant sounds
Find a connection between a text and the student's personal experience
Use information gained from illustrations and words to demonstrate understanding of the text
Recognize features of different genres (realistic fiction, historical fiction)
Identify characters, setting, and major events in a story
Writing Focus
Write a description of a picture, using a combination of drawing, dictating, and writing
Use descriptive language
Show understanding of adjectives
Use correct end punctuation when writing
Write informative/explanatory texts, using a combination of drawing, dictating, and writing
Write synonyms for given words
Describe a sequence of events
Speaking and Listening
Follow instructions
Ask and answer questions to demonstrate understanding of a text
Participate in conversations
Engage in collaborative discussions
Determine main ideas and supporting details of information presented in diverse media and formats
Demonstrate understanding of a text presented orally
Grammar and English Conventions
Demonstrate an understanding of word relationships
Understand adjectives and how they are used in sentences
Demonstrate a command of standard English conventions

Make real-life connections between words and their use	
Recognize the prefix un-	
Understand how to add a prefix to the beginning of a word to change its meaning	
Interdisciplinary Connections	
ELA/Literacy	
RI.K.1 With prompting and support, ask and answer questions about key details in a text.	
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail	
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
<ul style="list-style-type: none"> ● There are different communities and within the communities there are different jobs. ● Prefixes are parts of words and can be added to the beginning of words to change the meanings of words. ● I understand that using different reading strategies will help me understand informational text. ● I will understand that my knowledge of language and its conventions will help me use the language. ● I will understand that different words can have the same meaning. 	<ul style="list-style-type: none"> ● What are the different communities and the role of each job? ● How do words change when we add prefixes to them (e.g. -un)? ● What reading strategies will help me better understand a text? ● What language conventions will help me to be better understood and understand? ● How does using synonyms help me to better understand and be understood? ● How does using antonyms help to increase my vocabulary? ● 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?

<ul style="list-style-type: none"> ● I will understand that some words have antonyms (opposite meanings) for example up is the opposite of down. ● My knowledge of language and its conventions will help me use the language. ● I understand that using different reading strategies will help me understand a text. ● Every culture has special days, holidays and traditions. 	
Language Differentiations	Suggested Academic Language
<p>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.</p>	<p>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.</p>
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> ● Main Idea ● Antonyms ● Description ● Connections ● Prefix un- ● Informational ● Sequence ● Synonym ● Narrative 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify the main idea ● Find words that are opposite ● Describe things ● Make connections to a story ● Add the prefix (un) ● Understand what makes a text informational ● Arrange events in order from first to last ● Find words that mean the same thing ● Identify the elements of a narrative story ● Identify holidays and traditions celebrated

- 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.

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)
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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:

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- 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

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