

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: ESL I	Grade Level(s): Kindergarten and First Grade
Department: Humanities	Credits: N/A
BOE Adoption Date: October 17, 2019	Revision Date(s):

Course Description

The primary goal of the English Language Learner Programs of the Pittsgrove Township School District is to provide an educational environment that ensures that students whose first language is other than English participate fully in the school community and the community at large in order to reach his/her full potential. The Pittsgrove Township School District ESL Program is a developmental second-language program that teaches aural comprehension, speaking, reading, and writing in English using second-language teaching techniques, and incorporates the cultural aspects of the students' experiences in their ESL instruction.

In Kindergarten and First grade, students begin to establish their identities as readers as they are learning the foundational skills necessary for reading. Students begin the year practicing many reading behaviors, rituals and routines of the classroom. Students are participating in interactive read alouds, shared reading and mini-lessons which help establish the fundamental expectations for reading workshop- active listening, thinking and collaboration. Through these lessons, students will begin to develop focused thinking and discussions around books that they are reading and sharing. As the year progresses, students begin to learn about the different genres of texts. Students will study fiction, nonfiction, content literacy, and poetry units which focuses on understanding story structure and forms of writing to help students deepen their understanding of the texts they are reading while at the same time students are learning the foundational skills necessary to reading- concepts of print, decoding words, understanding vocabulary and reading fluently.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units*. The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
<p>^=Amistad Law O=Diversity & Inclusion Law <>=Holocaust +=LGBT and Disabilities Law *=AAPI (Asian American and Pacific Islanders) \$=Financial Literacy</p> <p>Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.</p>

Pacing Guide

Course Title: ESL I (K-1)

Prerequisite(s): None

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
<p>Unit 1:</p> <p>Home, School, Community</p> <p>Communicating and Exploring</p> <p>Story Structure</p>	<p>(Sept-Dec)</p>	<p>WIDA Standards English Language Proficiency</p> <p>Standard 1 English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency</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>Power Standards:</p> <p>RL.K-1.1 RL.K-1.2 RL.K-1.3 RL.K-1.4 RL.K-1.5 RL.K-1.7 RL.K-1.10 W.K-1.3 W.K-1.5 W.K-1.8</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Ask and answer questions about key details in a text. ● Retell stories, including key details, and demonstrate an understanding of their central message or lesson. ● Describe characters, settings, and major event(s) in a story, using key details. ● Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. ● Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. ● Use illustrations and details in a story to describe its characters, setting, or events. ● With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. ● Demonstrate mastery of the organization and basic features of 	<ul style="list-style-type: none"> ● Identify signs around the neighborhood from oral commands and pictures or field trips (e.g., traffic lights, schools or railroad crossings). ● Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. ● Ask and answer questions for clarification or to resolve problems. ● Participate in full class, group, or pair discussions. ● Answer yes/no or multiple choice questions about likes or dislikes (e.g., Do you like to swim?) ● Express needs. ● Use language acquired through classroom instruction for real life communication. ● Match illustrations (icons and pictures) to target vocabulary items. ● With prompting and support, ask and answer questions about key details in a text. ● With prompting and support, students will read literature and demonstrate the ability to name the title, author, give setting, name characters, identify major events, and

		<p>RF.K-1.1 RF.K-1.2 RF.K-1.3 RF.K-1.4 SL.K-1.1 SL.K-1.2 SL.K-1.4 SL.K-1.6 L.K-1.1 L.K-1.2 L.K-1.6</p> <p>Secondary Standards: RL.K-1.6 RL.K-1.8 RI.K-1.5 RI.K-1.6 RI.K-1.7 RI.K-1.8 RI.K-1.9 RI.K-1.10 W.K-1.2 W.K-1.6 W.K-1.7 L.K-1.4 L.K-1.5</p>	<p>print including those listed under Kindergarten foundation skills. A.</p> <ul style="list-style-type: none"> • 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. • Know and apply grade-level phonics and word analysis skills in decoding words. • Read with sufficient accuracy and fluency to support comprehension. • 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. • With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. • Participate in collaborative conversations with diverse 	<p>ask/answer questions about key details in a text.</p> <ul style="list-style-type: none"> • Read simple texts, both fiction and non-fiction, with fluency that is appropriate with proficiency level. • Demonstrate an understanding of the purpose of punctuation marks while reading aloud. • Retell and summarize stories they have read. • Compare stories and make connections with their own experiences. • With appropriate prompting and support, students will describe the relationship between text and images (illustrations, charts, etc.) the information that is conveyed. • Trace, copy or produce words about target thematic vocabulary using models and pictures. • Reproduce illustrated word pairs by families (e.g., cat, hat). • Write a descriptive piece, such as a description of a person, place or object. • Reproduce or label symbols or logos for food in a supermarket. • Students will 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 • Recognize and reproduce the complete alphabet using both upper and lower case letters. • Read high frequency words by sight. • With guidance and support from adults, explore word relationships and nuances in word meanings.
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			<p>partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> ● Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ● Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. ● Produce complete sentences when appropriate to task and situation. ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<ul style="list-style-type: none"> ● Follow oral directions according to simple commands using manipulatives or real-life objects (e.g., point to your head). ● Follow along in role play activities described orally. ● Explore movement of real-life objects by following oral commands and modeling (e.g., “Push the ball. Watch it move. Make it stop.”) ● Listen to recognize types of language by context and tone. ● Follow increasingly difficult oral directions ● Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). ● Distinguish long from short vowel sounds in spoken single-syllable words. ● Orally produces single-syllable words by blending sounds (phonemes), including consonant blends. ● Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ● Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). ● Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). ● Decode regularly spelled one-syllable words. ● Know final -e and common vowel team conventions for representing long vowel sounds. ● Distinguish long and short vowels when reading regularly spelled one-syllable words. ● Decode two-syllable words following basic patterns by breaking the words into
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				<p>syllables using knowledge that every syllable must have a vowel sound.</p> <ul style="list-style-type: none"> ● Read grade-level text with purpose and understanding. ● Read grade-level text orally with accuracy, appropriate rate, and expression. ● Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ● Print all upper- and lowercase letters. ● Use common, proper, and possessive nouns. ● Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). ● Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). ● Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). ● Use frequently occurring adjectives. ● Use frequently occurring conjunctions (e.g., and, but, or, so, because). ● Use determiners (e.g., articles, demonstratives). ● Use frequently occurring prepositions (e.g., during, beyond, toward). ● Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. ● Capitalize dates and names of people. ● Use end punctuation for sentences. ● Use commas in dates and to separate single words in a series. ● Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
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				<ul style="list-style-type: none"> • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. • Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). • Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). • Build on others' talk in conversations by responding to the comments of others through multiple exchanges. • Ask questions to clear up any confusion about the topics and texts under discussion.
<p>Unit 2:</p> <p>Discovering Changes in the World Around Us</p> <p>Informational</p>	(Jan.-March)	<p>WIDA Standards English Language Proficiency</p> <p>Standard 1 English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency.</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>Power Standards: RI.K-1.1</p>	<ul style="list-style-type: none"> • Ask and answer questions about key details in a text. Identify the main topic and retell key details of a text. Know and use various text features (e.g., headings, tables of contents, glossary, electronic menus, icons) to locate key facts or information in a text. With prompting and support, read informational texts at grade level text complexity or above. 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 	<ul style="list-style-type: none"> • Identify signs around the neighborhood from oral commands and pictures or field trips (e.g., traffic lights, schools or railroad crossings). • Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. • Ask and answer questions for clarification or to resolve problems. • Participate in full class, group, or pair discussions. • Answer yes/no or multiple choice questions about likes or dislikes (e.g., Do you like to swim?) • Express needs. • Use language acquired through classroom instruction for real life communication.

		<p>RI.K-1.2 RI.K-1.5 RI.K-1.10 RF.K-1.1 RF.K-1.2 RF.K-1.3 RF.K-1.4 W.K-1.2 W.K-1.5 W.K-1.6 W.K-1.7 SL.K-1.1 SL.K-1.2 SL.K-1.4 SL.K-1.6 L.K-1.1 L.K-1.2 L.K-1.4</p> <p>Secondary Standards: RI.K-1.3 RI.K-1.4 RI.K-1.6 RI.K-1.7 RI.K-1.8 RI.K-1.9 RL.K-1.1 RL.K-1.3 RL.K-1.7 RL.K-1.10 W.K-1.4 W.K-1.8 W.K-1.9 SL.K-1.1 SL.K-1.5 L.K-1.6</p>	<p>word, capitalization, ending punctuation). 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. Know and apply grade-level phonics and word analysis skills in decoding words. Read with sufficient accuracy and fluency to support comprehension. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). Ask and answer questions about key details in a text read aloud or information presented orally or</p>	<ul style="list-style-type: none"> ● Match illustrations (icons and pictures) to target vocabulary items. ● With prompting and support, ask and answer questions about key details in a text. ● With prompting and support, students will read literature and demonstrate the ability to name the title, author, give setting, name characters, identify major events, and ask/answer questions about key details in a text. ● Read simple texts, both fiction and non-fiction, with fluency that is appropriate with proficiency level. ● Demonstrate an understanding of the purpose of punctuation marks while reading aloud. ● Retell and summarize stories they have read. ● Compare stories and make connections with their own experiences. ● With appropriate prompting and support, students will describe the relationship between text and images (illustrations, charts, etc.) the information that is conveyed. ● Trace, copy or produce words about target thematic vocabulary using models and pictures. ● Reproduce illustrated word pairs by families (e.g., cat, hat). ● Write a descriptive piece, such as a description of a person, place or object. ● Reproduce or label symbols or logos for food in a supermarket. ● Students will 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
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			<p>through other media.</p> <p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Produce complete sentences when appropriate to task and situation.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content, choosing flexibly from an array of strategies.</p>	<p>occurred, and provide a reaction to what happened</p> <ul style="list-style-type: none"> ● Recognize and reproduce the complete alphabet using both upper and lower case letters. ● Read high frequency words by sight. ● With guidance and support from adults, explore word relationships and nuances in word meanings. ● Follow oral directions according to simple commands using manipulatives or real-life objects (e.g., point to your head). ● Follow along in role play activities described orally. ● Explore movement of real-life objects by following oral commands and modeling (e.g., "Push the ball. Watch it move. Make it stop.") ● Listen to recognize types of language by context and tone. ● Follow increasingly difficult oral directions ● Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). ● Distinguish long from short vowel sounds in spoken single-syllable words. ● Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. ● Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ● Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). ● Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). ● Decode regularly spelled one-syllable words.
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			<ul style="list-style-type: none"> ● Know final -e and common vowel team conventions for representing long vowel sounds. ● Distinguish long and short vowels when reading regularly spelled one-syllable words. ● Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. ● Read grade-level text with purpose and understanding. ● Read grade-level text orally with accuracy, appropriate rate, and expression. ● Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ● Print all upper- and lowercase letters. ● Use common, proper, and possessive nouns. ● Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). ● Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). ● Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). ● Use frequently occurring adjectives. ● Use frequently occurring conjunctions (e.g., and, but, or, so, because). ● Use determiners (e.g., articles, demonstratives). ● Use frequently occurring prepositions (e.g., during, beyond, toward). ● Produce and expand complete simple and compound declarative, interrogative,
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				<p>imperative, and exclamatory sentences in response to prompts.</p> <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation for sentences. • Use commas in dates and to separate single words in a series. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. • Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). • Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). • Build on others' talk in conversations by responding to the comments of others through multiple exchanges. • Ask questions to clear up any confusion about the topics and texts under discussion.
<p>Unit 3:</p> <p>Growth</p> <p>Getting Along With Others</p> <p>Main Idea</p>	(April-June)	<p>WIDA Standards English Language Proficiency</p> <p>Standard 1 English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency</p>	<p>Ask and answer questions about key details in a text.</p> <p>Retell stories, including key details, and demonstrate an understanding of their central message or lesson.</p> <p>Identify the main topic and retell key details of a text.</p> <p>Describe characters, settings, and</p>	<ul style="list-style-type: none"> • Identify signs around the neighborhood from oral commands and pictures or field trips (e.g., traffic lights, schools or railroad crossings). • Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

		<p>Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>Power Standards:</p> <p>RL.K-1.1 RL.K-1.2 RL.K-1.3 RL.K-1.5 RL.K-1.7 RL.K-1.10 RI.K-1.1-2 RI.K-1.2 RI.K-1.5 RI.K-1.7 RI.K-1.10 RF.K-1.1 RF.K-1.2 RF.K-1.3 RF.K-1.4 W.K-1.1 W.K-1.5 W.K-1.6 SL.K-1.1 SL.K-1.2 SL.K-1.3 SL.K-1.4 SL.K-1.5 L.K-1.1 L.K-1.2 L.K-1.4</p> <p>Secondary Standards:</p> <p>RL.K-1.4 RL.K-1.6</p>	<p>major event(s) in a story, using key details.</p> <p>Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>Know and use various text features (e.g., headings, tables of contents, glossary, electronic menus, icons) to locate key facts or information in a text.</p> <p>Use illustrations and details in a story to describe its characters, setting, or events and describe its key ideas.</p> <p>With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p> <p>With prompting and support, read informational texts at grade level text complexity or above.</p> <ul style="list-style-type: none"> ● Demonstrate mastery of the organization and basic features of print including those listed as foundation skills. ● 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. 	<ul style="list-style-type: none"> ● Ask and answer questions for clarification or to resolve problems. ● Participate in full class, group, or pair discussions. ● Answer yes/no or multiple choice questions about likes or dislikes (e.g., Do you like to swim?) ● Express needs. ● Use language acquired through classroom instruction for real life communication. ● Match illustrations (icons and pictures) to target vocabulary items. ● With prompting and support, ask and answer questions about key details in a text. ● With prompting and support, students will read literature and demonstrate the ability to name the title, author, give setting, name characters, identify major events, and ask/answer questions about key details in a text. ● Read simple texts, both fiction and non-fiction, with fluency that is appropriate with proficiency level. ● Demonstrate an understanding of the purpose of punctuation marks while reading aloud. ● Retell and summarize stories they have read. ● Compare stories and make connections with their own experiences. ● With appropriate prompting and support, students will describe the relationship between text and images (illustrations, charts, etc.) the information that is conveyed. ● Trace, copy or produce words about target thematic vocabulary using models and pictures.
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			<p>gather additional information or clarify something that is not understood.</p> <ul style="list-style-type: none"> ● Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. ● Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from an array of strategies. 	<ul style="list-style-type: none"> ● Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ● Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). ● Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). ● Decode regularly spelled one-syllable words. ● Know final -e and common vowel team conventions for representing long vowel sounds. ● Distinguish long and short vowels when reading regularly spelled one-syllable words. ● Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. ● Read grade-level text with purpose and understanding. ● Read grade-level text orally with accuracy, appropriate rate, and expression. ● Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ● Print all upper- and lowercase letters. ● Use common, proper, and possessive nouns. ● Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). ● Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). ● Use verbs to convey a sense of past, present, and future (e.g., Yesterday I
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				<p>walked home; Today I walk home; Tomorrow I will walk home).</p> <ul style="list-style-type: none"> ● Use frequently occurring adjectives. ● Use frequently occurring conjunctions (e.g., and, but, or, so, because). ● Use determiners (e.g., articles, demonstratives). ● Use frequently occurring prepositions (e.g., during, beyond, toward). ● Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. ● Capitalize dates and names of people. ● Use end punctuation for sentences. ● Use commas in dates and to separate single words in a series. ● Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. ● Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. ● Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). ● Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). ● Build on others' talk in conversations by responding to the comments of others through multiple exchanges. ● Ask questions to clear up any confusion about the topics and texts under discussion.
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Instructional Unit Map			
Course Title: ESL (Grade K-1)			
Unit Title	Unit 1: Home, School, Community, Communicating and Exploring, Story Structure	Start Date:	September-November
		Length of Unit:	Trimester 1
<p>Content Standards <i>What do we want them to know, understand, & do?</i></p>	<p>WIDA Standards English Language Proficiency</p> <ul style="list-style-type: none"> Standard 1 English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts <p>NJSLS English Language Arts Standards Progress Indicators</p> <ul style="list-style-type: none"> RL.K-1.1. Ask and answer questions about key details in a text. RL.K-1.2. Retell stories, including key details, and demonstrate an understanding of their central message or lesson. 	<p>Learning Goals</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate an understanding of their central message or lesson. 0 Describe characters, settings, and major event(s) in a story, using key details. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. Use illustrations and details in a story to describe its characters, setting, or events. 0 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. A. 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. Know and apply grade-level phonics and word analysis skills in decoding words. Read with sufficient accuracy and fluency to support comprehension. 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.

	<ul style="list-style-type: none"> ● RL.K-1.3. Describe characters, settings, and major event(s) in a story, using key details. <p>Craft and Structure</p> <ul style="list-style-type: none"> ● RL.K-1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. ● RL.K-1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> ● RL.K-1.7. Use illustrations and details in a story to describe its characters, setting, or events. <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> ● RL.K-1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above <p>Print Concepts</p> <ul style="list-style-type: none"> ● RF.K-1.1. 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). 		<ul style="list-style-type: none"> ● With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. ● With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. ● Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 0 ● Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ● Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. ● Produce complete sentences when appropriate to task and situation. ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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	<p>Phonological Awareness</p> <ul style="list-style-type: none"> ● RF.K-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. <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> ● RF.K-1.3. Know and apply grade-level phonics and word analysis skills in decoding words. <p>Fluency</p> <ul style="list-style-type: none"> ● RF.K-1.4. Read with sufficient accuracy and fluency to support comprehension. <p>Text Types and Purposes</p> <ul style="list-style-type: none"> ● W.K-1.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> ● W.K-1.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <p>Research to Build and</p>		
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	<p>Present Knowledge</p> <ul style="list-style-type: none"> ● W.K-1.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. <p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> ● SL.K-1.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ● SL.K-1.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> ● SL.K-1.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. ● SL.K-1.6. Adapt speech to a variety of contexts and communicative tasks, 		
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	<p>demonstrating command of formal English when indicated or appropriate.</p> <p>Conventions of Standard English</p> <ul style="list-style-type: none"> • L.K-1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.K-1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • L.K-1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). 			
<p>Essential Questions</p>	<ul style="list-style-type: none"> • What language is needed to demonstrate comprehension and engage in a topic? • How do authors use a combination of letters, words, and sentences to communicate a message? • What language will I need to successfully communicate in my new home and school in the United States? • What do I need to help communicate? • Who am I and what is my place in the world? 			
<p>Assessments <i>How will we know they have gained the knowledge & skills?</i></p>	<p style="text-align: center;">Formative</p>	<p style="text-align: center;">Summative</p>	<p style="text-align: center;">Alternative</p>	
<ul style="list-style-type: none"> • Short Quizzes • Participation in TPR activities • One sentence summaries 		<ul style="list-style-type: none"> • Letter/Letter Sound assessment • Sight Word assessment 	<ul style="list-style-type: none"> • Portfolios. These may be physical (e.g., a binder) or 	

	<ul style="list-style-type: none"> ● Teacher observations ● Group Work Updates ● Idea Webs ● Daily Do Now Review Questions ● Brainstorming Contribution ● Exit Questions ● Dialog/Reflective Journals ● Erasable Board Messages ● Individual Conferences ● KWL charts ● Teacher observations and anecdotal notes ● Project work ● Writing samples ● End of unit tests ● Teacher made tests/activities ● Group work assessment ● Samples of class work 	<ul style="list-style-type: none"> ● Name writing assessment ● Lucy Calkins Writing Rubrics ● Heggarty Benchmark ● Fountas and Pinnell Benchmark Assessment ● Jennifer Serravallo Fiction/NonFiction Units of Study ● WIDA placement (for new arrivals) ● WIDA Model assessment ● Spring WIDA assessment (for all ELLs) 	<p>electronic (e.g., a personal website or software). ...</p> <ul style="list-style-type: none"> ● Student-Produced Demonstrations ● Oral Presentations ● Skits or Plays ● Student-Created Visuals ● Journaling ● One-on-One Conferencing. ● Creative Projects. 												
<p>Unit Pre-Assessment(s) <i>What do they already know?</i></p>	<ul style="list-style-type: none"> ● WIDA placement (for new arrivals) ● WIDA Model assessment ● WIDA assessment (Access 2.0 for all ELLs) ● Heggarty Benchmark ● Fountas and Pinnell Benchmarking Assessment ● Letter/letter sound baseline ● Name writing baseline ● ESI Screen Score 														
<p>Instructional Strategies/Student Activities</p>	<p>http://www.academicenglishlearners.com/uploads/1/6/8/5/16850748/examples_of_graphic_organizers.pdf</p> <p>ELP Level 1 – Beginner ELP Level 2– Early-Intermediate ELP Level 3– Intermediate ELP Level 4– Early-Advanced ELP Level 5-Advanced</p> <table border="1" data-bbox="457 1222 1997 1341"> <thead> <tr> <th data-bbox="457 1222 1623 1284">Teaching Strategy</th> <th data-bbox="1623 1222 1694 1284">1</th> <th data-bbox="1694 1222 1766 1284">2</th> <th data-bbox="1766 1222 1837 1284">3</th> <th data-bbox="1837 1222 1908 1284">4</th> <th data-bbox="1908 1222 1997 1284">5</th> </tr> </thead> <tbody> <tr> <td data-bbox="457 1284 1623 1341"> <ul style="list-style-type: none"> ● Display content and language objectives </td> <td data-bbox="1623 1284 1694 1341">x</td> <td data-bbox="1694 1284 1766 1341">x</td> <td data-bbox="1766 1284 1837 1341">x</td> <td data-bbox="1837 1284 1908 1341">x</td> <td data-bbox="1908 1284 1997 1341">x</td> </tr> </tbody> </table>			Teaching Strategy	1	2	3	4	5	<ul style="list-style-type: none"> ● Display content and language objectives 	x	x	x	x	x
Teaching Strategy	1	2	3	4	5										
<ul style="list-style-type: none"> ● Display content and language objectives 	x	x	x	x	x										

● Use manipulatives, visuals, realia, props, games, hands-on activities	x	x	x	x	x
● Create climate of acceptance/respect that supports acculturation	x	x	x	x	x
● Use cooperative learning groups	x	x	x	x	x
● Require physical response to check comprehension	x	x	x	x	x
● Display print to support oral language	x	x	x	x	x
● Model activities for students	x	x	x	x	x
● Make connections across the curriculum and interdisciplinary	x	x	x	x	x
● Use modified speech, gestures, body language, facial expressions	x	x	x	x	x
● Ask yes/no questions or questions that require a one-word answer	x	x			
● Ask students to show/point/draw	x	x	x	x	x
● Teach content area vocabulary/terminology and display it (word walls)	x	x	x	x	x
● Provide and teach how to use (bilingual) dictionaries	x	x	x	x	
● Provide and show how to use a picture dictionary	x	x	x		
● Use other (bilingual) students as peer helpers	x	x	x		
● Secure the support of a (bilingual) EA	x	x			
● Secure a Spanish-language edition of a textbook if available	x				
● Encourage responses in student's first language	x				
● Simplify language/not content		x	x	x	x
● Design lessons to motivate students to talk and interact meaningfully		x	x	x	x

● Ask students questions that require one/two word responses: who?, what?, which one?, how many?		x	x	x	x
● Focus on expanding students' vocabulary (word parts; Greek and Latin)		x	x	x	x
● Avoid using idiomatic expressions	x	x			
● List and review instructions step by step, check comprehension			x	x	
● Build on students prior knowledge and connect to their experiences/ culture			x	x	x
● Incorporate more reading and writing			x	x	x
● Engage students in producing language such as describing, retelling, comparing, contrasting, summarizing, graphs, charts, diagrams, creating rebuses			x	x	x
● Paraphrase, use synonyms, antonyms, cognates	x	x	x	x	
● Provide sentence frames and sentence starters	x	x	x	x	
● Have students brainstorm, list, web, use various graphic organizers			x	x	x
● Ask questions soliciting opinions, judgment, explanation (more "why" and "how" questions)				x	x
● Introduce figurative language				x	x
● Develop academic language (oral and written)			x	x	x
● Incorporate note-taking skills			x	x	x
● Develop study and organization skills (ISN, binders, calendars)	x	x	x	x	x
● Teach and practice test-taking skills			x	x	x
● Demonstrate how to verify answers (oral and written)			x	x	x
● Expand figurative language (idioms)					x

	<ul style="list-style-type: none"> Adjust your formative assessment strategies 	x	x	x		
	<ul style="list-style-type: none"> Use accommodations for work samples as appropriate 	x	x			
	<ul style="list-style-type: none"> Gradually release responsibility – “I Do – We Do – You Do” 	x	x	x	x	x
	<ul style="list-style-type: none"> Chunk text with summarization 	x	x	x	x	x
Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners		
	<ul style="list-style-type: none"> Act out greetings and introductions Point to pictures of key vocabulary Use pictures / visuals for letters and numbers Cue students before asking questions during class discussions Small group activities Frontloading school vocabulary Graphic organizers Accept verbal responses in lieu of written work Extended time for written work Modify length of reading passages Simplified assignments Picture dictionaries hands -on activities Use realia, maps, photos, and manipulatives TPR (total physical response) Sentence strips Word walls with pictures 	<ul style="list-style-type: none"> Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports. Allow for Student Choice: Students should be permitted to demonstrate an understanding of the fiction stories through drawings, oral response, etc. This unit’s vocabulary and literary terms should be pre-taught before each fiction story. Multisensory methods will be utilized such as google images, gesturing, and meaningful movement. Differentiation through content, process, product, environment 	<ul style="list-style-type: none"> Use comprehension strategies such as highlighting, sticky notes, summarizing, making connections, etc. Check for comprehension of directions Modify content to focus on key concepts Have students paraphrase key ideas Use word walls Provide outlines of class notes Cue students before asking questions during class discussions Frontloading vocabulary Graphic organizers: sort Accept verbal responses in lieu of written work Extended time for written work Modify length of reading passages 	<ul style="list-style-type: none"> Allow extended time for reading and writing activities about school Check for comprehension of directions Modify content to focus on key concepts Have students paraphrase key ideas Provide outlines of class notes Frontloading vocabulary Graphic organizers Accept modified written work Simplified assignments Bilingual dictionaries hands-on activities Demonstrations Turn and talk about school day 		

	<ul style="list-style-type: none"> ● hands-on activities ● Use realia, maps, photos, and manipulatives 		<ul style="list-style-type: none"> ● Bilingual dictionaries ● hands -on activities ● Use realia, maps, photos, and manipulatives ● Model answering questions about school materials ● Describe and point to pictures of key vocabulary 	
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understand)</i>	<i>Access (Resources and/or Process)</i>		<i>Expression (Products and/or Performance)</i>	
	<ul style="list-style-type: none"> ● Foundations alphabet letters, posters, letter titles, sound cards display ● Promethean board for student & teacher discussions ● iPads (literacy apps) ● Using reading materials at varying readability levels ● Putting text materials on tape/CD ● Using spelling/vocab lists at readiness level of students ● Presenting ideas through auditory, visual, kinesthetic, & tactile means ● Using reading buddies Flex grouping ● Compacting ● Meeting with small groups to reteach idea/skill, or to extend the thinking/skill ● Multi-leveled questions ● Modeling 	<ul style="list-style-type: none"> ● Author's chair/peer sharing ● Tiered activities through which all learners work with the same information, understanding, & skills, but proceed with different levels of support, challenge, or complexity. ● Centers/Stations ● Developing personal agendas ● Manipulatives ● Varying the length of time a student may take to complete a task ● Learning logs or journals ● Note-taking organizers ● Graphic organizers ● Highlighted materials ● Jigsaw ● Think, Pair, Share ● Learning Menus ● Webquests ● Role Play / Simulations 		

Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<ul style="list-style-type: none"> • Tier Two- alike, different, community, summary, label, author, illustrator, letters, words, sentences, sounds, main idea, details • Tier Three- fiction, nonfiction, characters, setting, title, nouns, front cover, back cover, title page, uppercase letters, lowercase letters 	
Integration of Technology SAMR	<ul style="list-style-type: none"> • Listening center. Students listen to a story, using active listening skills. • Audio CDs • Multimedia resources-(http://www.readworks.org, https://jr.brainpop.com/, https://newsela.com/, https://www.readinga-z.com/) • Google:Docs, PowerPoint • Mind mapping: MINDMUP 	
Interdisciplinary Connections NJ Student Learning Standards	<p>Social Studies</p> <p>6.1.P.A.1 - Demonstrate an understanding of rules by following most classroom Routines.</p> <p>6.1.P.A.2 - Demonstrate responsibility by initiating simple classroom tasks and jobs</p> <p>6.1.P.A.3 - Demonstrate appropriate behavior when collaborating with others.</p> <p>Career Ready Practices</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4 Communicates clearly and effectively and with reason.</p> <p>CRP6 Demonstrate creativity and innovation</p> <p>Technology</p> <p>Identify the basic features of a digital device and explain its purpose.</p> <p>Create a document using a word processing application.</p>	
21st Century Themes/Skills P21 Framework	Themes	Skills
	<p>Global Awareness</p> <ul style="list-style-type: none"> • Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. • Understanding other nations and cultures, including the use of non-English languages. 	<ul style="list-style-type: none"> • Creativity and innovation • Critical thinking and problem solving • Communication and collaboration • Information literacy • Flexibility and adaptability • Initiative and self direction • Productivity and accountability • Leadership and responsibility

Resources/Materials	<ul style="list-style-type: none"> • Leveled Literacy Intervention (Particular texts and levels)-Word list books • Fountas and Pinnell Benchmark Assessment • Jennifer Serravallo Fiction/NonFiction Units of Study • Heggarty for Phonics • Sight word lists • Interactive Notebook • Raz- Kids • Scholastic Magazine
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Instructional Unit Map			
Course Title: ESL (Kindergarten-First Grade)			
Unit Title:	Unit 2- Discovering Changes Around the World, Informational	Start Date:	Jan.-March
		Length of Unit:	Trimester 2
Content Standards <i>What do we want them to know, understand, & do?</i>	WIDA Standards English Language Proficiency <ul style="list-style-type: none"> • Standard 1 English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency • Standard 2 English language learners communicate information, ideas and concepts necessary for 	Learning Goals	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Ask and answer questions about key details in a text. • Identify the main topic and retell key details of a text. • Know and use various text features (e.g., headings, tables of contents, glossary, electronic menus, icons) to locate key facts or information in a text. • With prompting and support, read informational texts at grade level text complexity or above. • 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). • 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. • Know and apply grade-level phonics and word analysis skills in decoding words.

	<p>academic success in the content area of Language Arts</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> • RI.K-1.1. Ask and answer questions about key details in a text. • RI.K-1.2. Identify the main topic and retell key details of a text. <p>Craft and Structure</p> <ul style="list-style-type: none"> • RI.K-1.5. Know and use various text features (e.g., headings, tables of contents, glossary, electronic menus, icons) to locate key facts or information in a text. <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • RI.K-1.10. With prompting and support, read informational texts at grade level text complexity or above. <p>Print Concepts</p> <ul style="list-style-type: none"> • RF.K-1.1. 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 		<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. • Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. • Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). • Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • Produce complete sentences when appropriate to task and situation. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content, choosing flexibly from an array of strategies.
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	<p>word, capitalization, ending punctuation).</p> <p>Phonological Awareness</p> <ul style="list-style-type: none"> ● RF.K-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. <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> ● RF.K-1.3. Know and apply grade-level phonics and word analysis skills in decoding words. <p>Fluency</p> <ul style="list-style-type: none"> ● RF.K-1.4. Read with sufficient accuracy and fluency to support comprehension. <p>Text Types and Purposes</p> <ul style="list-style-type: none"> ● W.K-1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> ● W.K-1.5. With guidance and support from adults, 		
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	<p>focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p> <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> W.K-1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). <p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> SL.K-1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> SL.K-1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.K-1.6. Produce complete sentences 		
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	<p>when appropriate to task and situation.</p> <p>Conventions of Standard English</p> <ul style="list-style-type: none"> • L.K-1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.K-1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> • L.K-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. 		
<p>Essential Questions</p>	<ul style="list-style-type: none"> • What language is needed to demonstrate comprehension and engage in a topic? • How can we write factual information about a story? • What language will I need to successfully communicate in my new home and school in the United States? • What do I need to help communicate? • Who am I and what is my place in the world? 		

Assessments	Formative	Summative	Alternative									
<p><i>How will we know they have gained the knowledge & skills?</i></p>	<ul style="list-style-type: none"> • Short Quizzes • Participation in TPR activities • One sentence summaries • Teacher observations • Group Work Updates • Idea Webs • Daily Do Now Review Questions • Brainstorming Contribution • Exit Questions • Dialog/Reflective Journals • Erasable Board Messages • Individual Conferences • KWL charts • Teacher observations and anecdotal notes • Project work • Writing samples • End of unit tests • Teacher made tests/activities • Group work assessment • Samples of class work 	<ul style="list-style-type: none"> • Letter/Letter Sound assessment • Sight Word assessment • Name writing assessment • Heggarty Benchmark • Fountas and Pinnell • Lucy Calkins Writing Rubrics • WIDA placement (for new arrivals) • WIDA Model assessment • Spring WIDA assessment (for all ELLs) 	<ul style="list-style-type: none"> • Portfolios. These may be physical (e.g., a binder) or electronic (e.g., a personal website or software). ... • Student-Produced Demonstrations • Oral Presentations • Skits or Plays • Student-Created Visuals • Journaling • One-on-One Conferencing. • Creative Projects. 									
<p>Unit Pre-Assessment(s) <i>What do they already know?</i></p>	<ul style="list-style-type: none"> • Heggarty Benchmark Assessment • Fountas and Pinnell Benchmarking Assessment • Letter/letter sound baseline • Name writing baseline • ESI Screen Score 											
<p>Instructional Strategies/Student Activities</p>	<p>http://www.academicenglishlearners.com/uploads/1/6/8/5/16850748/examples_of_graphic_organizers.pdf ELP Level 1 – Beginner ELP Level 2– Early-Intermediate ELP Level 3– Intermediate ELP Level 4– Early-Advanced ELP Level 5- Advanced</p> <table border="1" data-bbox="520 1295 2045 1352"> <tr> <td data-bbox="520 1295 1692 1352">Teaching Strategy</td> <td data-bbox="1692 1295 1761 1352">1</td> <td data-bbox="1761 1295 1831 1352">2</td> <td data-bbox="1831 1295 1921 1352">3</td> <td data-bbox="1921 1295 1997 1352">4</td> <td data-bbox="1997 1295 2045 1352">5</td> </tr> </table>						Teaching Strategy	1	2	3	4	5
Teaching Strategy	1	2	3	4	5							

• Display content and language objectives	x	x	x	x	x
• Use manipulatives, visuals, realia, props, games, hands-on activities	x	x	x	x	x
• Create climate of acceptance/respect that supports acculturation	x	x	x	x	x
• Use cooperative learning groups	x	x	x	x	x
• Require physical response to check comprehension	x	x	x	x	x
• Display print to support oral language	x	x	x	x	x
• Model activities for students	x	x	x	x	x
• Make connections across the curriculum and interdisciplinary	x	x	x	x	x
• Use modified speech, gestures, body language, facial expressions	x	x	x	x	x
• Ask yes/no questions or questions that require a one-word answer	x	x			
• Ask students to show/point/draw					
• Teach content area vocabulary/terminology and display it (word walls)	x	x	x	x	x
• Provide and teach how to use (bilingual) dictionaries	x	x	x	x	
• Provide and show how to use a picture dictionary	x	x	x		
• Use other (bilingual) students as peer helpers	x	x	x		
• Secure the support of a (bilingual) EA	x	x			
• Secure a Spanish-language edition of a textbook if available	x				
• Encourage responses in student's first language	x				
• Simplify language/not content		x	x	x	x

● Design lessons to motivate students to talk and interact meaningfully		x	x	x	x
● Ask students questions that require one/two word responses: who?, what?, which one?, how many?		x	x	x	x
● Focus on expanding students' vocabulary (word parts; Greek and Latin)		x	x	x	x
● Avoid using idiomatic expressions	x	x			
● List and review instructions step by step, check comprehension			x	x	
● Build on students prior knowledge and connect to their experiences/ culture			x	x	x
● Incorporate more reading and writing			x	x	x
● Engage students in producing language such as describing, retelling, comparing, contrasting, summarizing, graphs, charts, diagrams, creating rebuses			x	x	x
● Paraphrase, use synonyms, antonyms, cognates	x	x	x	x	
● Provide sentence frames and sentence starters	x	x	x	x	
● Have students brainstorm, list, web, use various graphic organizers			x	x	x
● Ask questions soliciting opinions, judgment, explanation (more "why" and "how" questions)				x	x
● Introduce figurative language				x	x
● Develop academic language (oral and written)			x	x	x
● Incorporate note-taking skills			x	x	x
● Develop study and organization skills (ISN, binders, calendars)	x	x	x	x	x
● Teach and practice test-taking skills			x	x	x
● Demonstrate how to verify answers (oral and written)			x	x	x

	<ul style="list-style-type: none"> Expand figurative language (idioms) 						X
	<ul style="list-style-type: none"> Adjust your formative assessment strategies 	X	X	X			
	<ul style="list-style-type: none"> Use accommodations for work samples as appropriate 	X	X				
	<ul style="list-style-type: none"> Gradually release responsibility – “I Do – We Do – You Do” 	X	X	X	X	X	X
	<ul style="list-style-type: none"> Chunk text with summarization 	X	X	X	X	X	X
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners			
<ul style="list-style-type: none"> Act out greetings and introductions Point to pictures of key vocabulary Use pictures / visuals for letters and numbers Cue students before asking questions during class discussions Small group activities Frontloading school vocabulary Graphic organizers Accept verbal responses in lieu of written work Extended time for written work Modify length of reading passages Simplified assignments Picture dictionaries 	<ul style="list-style-type: none"> Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports. Allow for Student Choice: Students should be permitted to demonstrate an understanding of the fiction stories through drawings, oral response, etc. This unit’s vocabulary and literary terms should be pre-taught before each fiction story. Multisensory methods will be utilized such as google images, gesturing, and 	<ul style="list-style-type: none"> Use comprehension strategies such as highlighting, sticky notes, summarizing, making connections, etc. Check for comprehension of directions Modify content to focus on key concepts Have students paraphrase key ideas Use word walls Provide outlines of class notes Cue students before asking questions during class discussions Frontloading vocabulary Graphic organizers: sort Accept verbal responses in lieu of written work 	<ul style="list-style-type: none"> Allow extended time for reading and writing activities about school Check for comprehension of directions Modify content to focus on key concepts Have students paraphrase key ideas Provide outlines of class notes Frontloading vocabulary Graphic organizers Accept modified written work Simplified assignments Bilingual dictionaries hands-on activities Demonstrations Turn and talk about school day 				

	<ul style="list-style-type: none"> • hands -on activities • Use realia, maps, photos, and manipulatives • TPR (total physical response) • Sentence strips • Word walls with pictures • hands-on activities • Use realia, maps, photos, and manipulatives 	<p>meaningful movement.</p> <ul style="list-style-type: none"> • Differentiation through content, process, product, environment 	<ul style="list-style-type: none"> • Extended time for written work • Modify length of reading passages • Bilingual dictionaries • hands -on activities • Use realia, maps, photos, and manipulatives • Model answering questions about school materials • Describe and point to pictures of key vocabulary 	
<p>Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p style="text-align: center;"><i>Access (Resources and/or Process)</i></p> <ul style="list-style-type: none"> • Foundations alphabet letters, posters, letter titles, sound cards display • Promethean board for student & teacher discussions • iPads (literacy apps) • Using reading materials at varying readability levels • Putting text materials on tape/CD • Using spelling/vocab lists at readiness level of students • Presenting ideas through auditory, visual, kinesthetic, & tactile means • Using reading buddies Flex grouping • Compacting • Meeting with small groups to reteach idea/skill, or to extend the thinking/skill 	<p style="text-align: center;"><i>Expression (Products and/or Performance)</i></p> <ul style="list-style-type: none"> • Author's chair/peer sharing • Tiered activities through which all learners work with the same information, understanding, & skills, but proceed with different levels of support, challenge, or complexity. • Centers/Stations • Developing personal agendas • Manipulatives • Varying the length of time a student may take to complete a task • Learning logs or journals • Note-taking organizers • Graphic organizers • Highlighted materials • Jigsaw • Think, Pair, Share • Learning Menus • Webquests 		

	<ul style="list-style-type: none"> Multi-leveled questions Modeling 	<ul style="list-style-type: none"> Role Play / Simulations
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<ul style="list-style-type: none"> Tier Two- alike, different, community, summary, label, author, illustrator, letters, words, sentences, sounds, main idea, details Tier Three- fiction, nonfiction, characters, setting, title, nouns, front cover, back cover, title page, uppercase letters, lowercase letters 	
Integration of Technology SAMR	<ul style="list-style-type: none"> Listening center. Students listen to a story, using active listening skills. Audio CDs Multimedia resources-(http://www.readworks.org, https://jr.brainpop.com/, https://newsela.com/, https://www.readinga-z.com/) Google:Docs, PowerPoint Mind mapping: MINDMUP 	
Interdisciplinary Connections NJ Student Learning Standards	<p>Social Studies</p> <p>6.1.P.A.1 - Demonstrate an understanding of rules by following most classroom Routines.</p> <p>6.1.P.A.2 - Demonstrate responsibility by initiating simple classroom tasks and jobs</p> <p>6.1.P.A.3 - Demonstrate appropriate behavior when collaborating with others.</p> <p>Career Ready Practices</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4 Communicates clearly and effectively and with reason.</p> <p>CRP6 Demonstrate creativity and innovation</p> <p>Technology</p> <p>Identify the basic features of a digital device and explain its purpose.</p> <p>Create a document using a word processing application.</p>	
21st Century Themes/Skills P21 Framework	Themes	Skills
	<p>Global Awareness</p> <ul style="list-style-type: none"> Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and 	<ul style="list-style-type: none"> Creativity and innovation Critical thinking and problem solving Communication and collaboration Information literacy

	<p>open dialogue in personal, work and community contexts.</p> <ul style="list-style-type: none"> • Understanding other nations and cultures, including the use of non-English languages. 	<ul style="list-style-type: none"> • Flexibility and adaptability • Initiative and self direction • Productivity and accountability • Leadership and responsibility
Resources/Materials	<ul style="list-style-type: none"> • Leveled Literacy Intervention (Particular texts and levels)-Word list books • Fountas and Pinnell Benchmark Assessment • Jennifer Serravallo Fiction/NonFiction Units of Study • Heggarty for Phonics • Sight word lists • Interactive Notebook • Raz- Kids • Scholastic Magazine 	

Instructional Unit Map			
Course Title: ESL I (Kindergarten-First Grade)			
Unit Title:	Unit-3-Growth, Getting Along With Others, Main Idea	Start Date:	April-June
		Length of Unit:	Trimester-3
Content Standards <i>What do we want them to know, understand, & do?</i>	WIDA Standards English Language Proficiency Standard 1 English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency	Learning Goals	Students will be able to: <ul style="list-style-type: none"> • Ask and answer questions about key details in a text. • Retell stories, including key details, and demonstrate an understanding of their central message or lesson. • Identify the main topic and retell key details of a text. • Describe characters, settings, and major event(s) in a story, using key details. • Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. • Know and use various text features (e.g., headings, tables of contents, glossary, electronic menus, icons) to locate key facts or information in a text.

	<p>Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> • RL.K-1.1. Ask and answer questions about key details in a text. • RL.K-1.2. Retell stories, including key details, and demonstrate an understanding of their central message or lesson. • RI.K-1.1. Ask and answer questions about key details in a text. • RI.K-1.2. Identify the main topic and retell key details of a text. • RL.K-1.3. Describe characters, settings, and major event(s) in a story, using key details. <p>Craft and Structure</p> <ul style="list-style-type: none"> • RL.K-1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a 		<ul style="list-style-type: none"> • Use illustrations and details in a story to describe its characters, setting, or events and describe its key ideas. • With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. • With prompting and support, read informational texts at grade level text complexity or above. • Demonstrate mastery of the organization and basic features of print including those listed as foundation skills. • 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. • Know and apply grade-level phonics and word analysis skills in decoding words. • Read with sufficient accuracy and fluency to support comprehension. • 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. • With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. • Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. • Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization,
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	<p>range of text types.</p> <ul style="list-style-type: none"> • RI.K-1.5. Know and use various text features (e.g., headings, tables of contents, glossary, electronic menus, icons) to locate key facts or information in a text. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • RL.K-1.7. Use illustrations and details in a story to describe its characters, setting, or events. • RI.K-1.7. Use the illustrations and details in a text to describe its key ideas. <p>Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • RL.K-1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. • RI.K-1.10. With prompting and support, read informational texts at grade level text complexity or above. <p>Print Concepts</p> <ul style="list-style-type: none"> • RF.1.1. Demonstrate mastery of the 		<p>punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from an array of strategies.
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	<p>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>Phonological Awareness</p> <ul style="list-style-type: none"> ● RF.K-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. <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> ● RF.K-1.3. Know and apply grade-level phonics and word analysis skills in decoding words. <p>Fluency</p> <ul style="list-style-type: none"> ● RF.1.4. Read with sufficient accuracy and fluency to support comprehension. <p>Text Types and Purposes</p> <ul style="list-style-type: none"> ● W.K-1.1. Write opinion pieces in which they introduce the topic or name the book they are 		
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	<p>writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> ● W.K-1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. ● W.K-1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> ● SL.K-1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. ● SL.K-1.2. Ask and answer questions about key details in a text read 		
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	<p>aloud or information presented orally or through other media.</p> <ul style="list-style-type: none"> ● SL.K-1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Presentation of Knowledge and Ideas ● SL.K-1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. ● SL.K-1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <p>Conventions of Standard English</p> <ul style="list-style-type: none"> ● L.K-1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● L.K-1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling 		
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	<p>when writing.</p> <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> ● L.K-1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from an array of strategies. 		
Essential Questions	<ul style="list-style-type: none"> ● What language is needed to demonstrate comprehension and engage in a topic? ● How do students exchange information about the details of a story? ● How do students describe a series of events? ● How do students exchange information about past events? 		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative
	<ul style="list-style-type: none"> ● Short Quizzes ● Participation in TPR activities ● One sentence summaries ● Teacher observations ● Group Work Updates ● Idea Webs ● Daily Do Now Review Questions ● Brainstorming Contribution ● Exit Questions ● Dialog/Reflective Journals ● Erasable Board Messages ● Individual Conferences ● KWL charts ● Teacher observations and anecdotal notes ● Project work 	<ul style="list-style-type: none"> ● Letter/Letter Sound assessment ● Sight Word assessment ● Name writing assessment ● Heggarty Benchmark ● Fountas and Pinnell ● Lucy Calkins Writing Rubrics ● WIDA placement (for new arrivals) ● WIDA Model assessment ● Spring WIDA assessment (for all ELLs) 	<ul style="list-style-type: none"> ● Portfolios. These may be physical (e.g., a binder) or electronic (e.g., a personal website or software). ... ● Student-Produced Demonstrations ● Oral Presentations ● Skits or Plays ● Student-Created Visuals ● Journaling ● One-on-One Conferencing. ● Creative Projects.

	<ul style="list-style-type: none"> • Writing samples • End of unit tests • Teacher made tests/activities • Group work assessment • Samples of class work • Teacher observations and anecdotal notes • Project work • Writing samples • End of unit tests • Teacher made tests/activities • Group work assessment • Samples of class work 					
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> • Heggarty Benchmark • Fountas and Pinnell Benchmarking Assessment • Letter/letter sound baseline • Name writing baseline • ESI Screen Score 					
Instructional Strategies/Student Activities	http://www.academicenglishlearners.com/uploads/1/6/8/5/16850748/examples_of_graphic_organizers.pdf ELP Level 1 – Beginner ELP Level 2– Early-Intermediate ELP Level 3– Intermediate ELP Level 4– Early-Advanced ELP Level 5- Advanced					
	Teaching Strategy	1	2	3	4	5
	<ul style="list-style-type: none"> • Display content and language objectives 	x	x	x	x	x
	<ul style="list-style-type: none"> • Use manipulatives, visuals, realia, props, games, hands-on activities 	x	x	x	x	x
	<ul style="list-style-type: none"> • Create climate of acceptance/respect that supports acculturation 	x	x	x	x	x
	<ul style="list-style-type: none"> • Use cooperative learning groups 	x	x	x	x	x
	<ul style="list-style-type: none"> • Require physical response to check comprehension 	x	x	x	x	x
	<ul style="list-style-type: none"> • Display print to support oral language 	x	x	x	x	x

• Model activities for students	x	x	x	x	x
• Make connections across the curriculum and interdisciplinary	x	x	x	x	x
• Use modified speech, gestures, body language, facial expressions	x	x	x	x	x
• Ask yes/no questions or questions that require a one-word answer	x	x			
• Ask students to show/point/draw					
• Teach content area vocabulary/terminology and display it (word walls)	x	x	x	x	x
• Provide and teach how to use (bilingual) dictionaries	x	x	x	x	
• Provide and show how to use a picture dictionary	x	x	x		
• Use other (bilingual) students as peer helpers	x	x	x		
• Secure the support of a (bilingual) EA	x	x			
• Secure a Spanish-language edition of a textbook if available	x				
• Encourage responses in student's first language	x				
• Simplify language/not content		x	x	x	x
• Design lessons to motivate students to talk and interact meaningfully		x	x	x	x
• Ask students questions that require one/two word responses: who?, what?, which one?, how many?		x	x	x	x
• Focus on expanding students' vocabulary (word parts; Greek and Latin)		x	x	x	x
• Avoid using idiomatic expressions	x	x			
• List and review instructions step by step, check comprehension			x	x	
• Build on students prior knowledge and connect to their experiences/ culture			x	x	x

	<ul style="list-style-type: none"> Incorporate more reading and writing 			x	x	x
	<ul style="list-style-type: none"> Engage students in producing language such as describing, retelling, comparing, contrasting, summarizing, graphs, charts, diagrams, creating rebuses 			x	x	x
	<ul style="list-style-type: none"> Paraphrase, use synonyms, antonyms, cognates 	x	x	x	x	
	<ul style="list-style-type: none"> Provide sentence frames and sentence starters 	x	x	x	x	
	<ul style="list-style-type: none"> Have students brainstorm, list, web, use various graphic organizers 			x	x	x
	<ul style="list-style-type: none"> Ask questions soliciting opinions, judgment, explanation (more “why” and “how” questions) 				x	x
	<ul style="list-style-type: none"> Introduce figurative language 				x	x
	<ul style="list-style-type: none"> Develop academic language (oral and written) 			x	x	x
	<ul style="list-style-type: none"> Incorporate note-taking skills 			x	x	x
	<ul style="list-style-type: none"> Develop study and organization skills (ISN, binders, calendars) 	x	x	x	x	x
	<ul style="list-style-type: none"> Teach and practice test-taking skills 			x	x	x
	<ul style="list-style-type: none"> Demonstrate how to verify answers (oral and written) 			x	x	x
	<ul style="list-style-type: none"> Expand figurative language (idioms) 					x
	<ul style="list-style-type: none"> Adjust your formative assessment strategies 	x	x	x		
	<ul style="list-style-type: none"> Use accommodations for work samples as appropriate 	x	x			
	<ul style="list-style-type: none"> Gradually release responsibility – “I Do – We Do – You Do” 	x	x	x	x	x
	<ul style="list-style-type: none"> Chunk text with summarization 	x	x	x	x	x
Instructional/Assessment Scaffolds <i>(Modifications)</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners		

<p><i>/Accommodations) – planned for prior to instruction</i></p>	<ul style="list-style-type: none"> ● Act out greetings and introductions ● Point to pictures of key vocabulary ● Use pictures / visuals for letters and numbers ● Cue students before asking questions during class discussions ● Small group activities ● Frontloading school vocabulary ● Graphic organizers ● Accept verbal responses in lieu of written work ● Extended time for written work ● Modify length of reading passages ● Simplified assignments ● Picture dictionaries ● hands -on activities ● Use realia, maps, photos, and manipulatives ● TPR (total physical response) ● Sentence strips ● Word walls with pictures ● hands-on activities ● Use realia, maps, photos, and manipulatives 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports. ● Allow for Student Choice: Students should be permitted to demonstrate an understanding of the fiction stories through drawings, oral response, etc. ● This unit's vocabulary and literary terms should be pre-taught before each fiction story. Multisensory methods will be utilized such as google images, gesturing, and meaningful movement. ● Differentiation through content, process, product, environment 	<ul style="list-style-type: none"> ● Use comprehension strategies such as highlighting, sticky notes, summarizing, making connections, etc. ● Check for comprehension of directions ● Modify content to focus on key concepts ● Have students paraphrase key ideas ● Use word walls ● Provide outlines of class notes ● Cue students before asking questions during class discussions ● Frontloading vocabulary ● Graphic organizers: sort ● Accept verbal responses in lieu of written work ● Extended time for written work ● Modify length of reading passages ● Bilingual dictionaries ● hands -on activities ● Use realia, maps, photos, and manipulatives ● Model answering questions about school materials ● Describe and point to pictures of key vocabulary 	<ul style="list-style-type: none"> ● Allow extended time for reading and writing activities about school ● Check for comprehension of directions ● Modify content to focus on key concepts ● Have students paraphrase key ideas ● Provide outlines of class notes ● Frontloading vocabulary ● Graphic organizers ● Accept modified written work ● Simplified assignments ● Bilingual dictionaries ● hands-on activities ● Demonstrations ● Turn and talk about school day
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Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)
	<ul style="list-style-type: none"> • Foundations alphabet letters, posters, letter titles, sound cards display • Promethean board for student & teacher discussions • iPads (literacy apps) • Using reading materials at varying readability levels • Putting text materials on tape/CD • Using spelling/vocab lists at readiness level of students • Presenting ideas through auditory, visual, kinesthetic, & tactile means • Using reading buddies Flex grouping • Compacting • Meeting with small groups to reteach idea/skill, or to extend the thinking/skill • Multi-leveled questions • Modeling 		<ul style="list-style-type: none"> • Author's chair/peer sharing • Tiered activities through which all learners work with the same information, understanding, & skills, but proceed with different levels of support, challenge, or complexity. • Centers/Stations • Developing personal agendas • Manipulatives • Varying the length of time a student may take to complete a task • Learning logs or journals • Note-taking organizers • Graphic organizers • Highlighted materials • Jigsaw • Think, Pair, Share • Learning Menus • Webquests • Role Play / Simulations
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<ul style="list-style-type: none"> • Tier Two- alike, different, community, summary, label, author, illustrator, letters, words, sentences, sounds, main idea, details • Tier Three- fiction, nonfiction, characters, setting, title, nouns, front cover, back cover, title page, uppercase letters, lowercase letters 		
Integration of Technology SAMR	<ul style="list-style-type: none"> • Listening center. Students listen to a story, using active listening skills. • Audio CDs • Multimedia resources-(http://www.readworks.org, https://jr.brainpop.com/, https://newsela.com/, https://www.readinga-z.com/) • Google:Docs, PowerPoint 		

	<ul style="list-style-type: none"> • Mind mapping: MINDMUP 	
Interdisciplinary Connections NJ Student Learning Standards	Social Studies 6.1.P.A.1 - Demonstrate an understanding of rules by following most classroom Routines. 6.1.P.A.2 - Demonstrate responsibility by initiating simple classroom tasks and jobs 6.1.P.A.3 - Demonstrate appropriate behavior when collaborating with others. Career Ready Practices CRP2. Apply appropriate academic and technical skills. CRP4 Communicates clearly and effectively and with reason. CRP6 Demonstrate creativity and innovation Technology Identify the basic features of a digital device and explain its purpose. Create a document using a word processing application.	
21st Century Themes/Skills P21 Framework	Themes	Skills
Resources/Materials	Global Awareness <ul style="list-style-type: none"> • Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. • Understanding other nations and cultures, including the use of non-English languages. 	<ul style="list-style-type: none"> • Creativity and innovation • Critical thinking and problem solving • Communication and collaboration • Information literacy • Flexibility and adaptability • Initiative and self direction • Productivity and accountability • Leadership and responsibility
Resources/Materials	<ul style="list-style-type: none"> • Leveled Literacy Intervention (Particular texts and levels)-Word list books • Fountas and Pinnell Benchmark Assessment • Jennifer Serravallo Fiction/NonFiction Units of Study • Heggarty for Phonics • Sight word lists • Interactive Notebook • Raz- Kids • Scholastic Magazine 	