

# **EAST RUTHERFORD SCHOOL DISTRICT**

## **ESL CURRICULUM**

### **Kindergarten**



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**New Jersey Student Learning Standards**

**NJSLS 2016**

**Adopted August 2017**

Overview of Pacing Guide

Content Area: ELL

Grade Level: Kindergarten

Unit Title: School Environment

September - October

Unit Title: Family and Home

November - December

Unit Title: Animals and Animal Homes

January - February

Unit Title: Science

March

Unit Title: Increase Vocabulary

April

Unit Title: Weather

May

Unit Title: Story Details

June

<b>Marking Period 1</b>		
<b>September</b>	<b>October</b>	<b>November</b>
<b>UNIT: School Environment</b> <ul style="list-style-type: none"> <li>• Use the language of the classroom</li> <li>• Learn the routine of the classroom</li> <li>• Participate in a class discussion.</li> </ul> <b>Standards</b> <b>WIDA 1, WIDA 2</b> <b>W-APT Testing</b>	<b>UNIT: School Environment</b> <ul style="list-style-type: none"> <li>• Use the language of the classroom</li> <li>• Learn the routine of the classroom</li> <li>• Participate in a class discussion</li> <li>• <b>Name items used throughout the day in school</b></li> <li>• <b>The letter A</b></li> </ul> <b>Standards</b> <b>WIDA 1, WIDA 2, WIDA 5</b> <b>W-APT Testing</b>	<b>UNIT: Home and Family</b> <ul style="list-style-type: none"> <li>• <b>Continue to use the academic language of the classroom</b></li> <li>• <b>Become familiar with family terms</b></li> <li>• <b>Introduce family member names</b></li> <li>• <b>write about family members</b></li> </ul> <b>Standards</b> <b>WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5</b>
<b>Marking Period 2</b>		
<b>December</b>	<b>January</b>	
<b>UNIT: Home and Family</b> <ul style="list-style-type: none"> <li>• <b>Use the academic language to identify the personal pronouns “I”, “she” and “he”</b></li> <li>• <b>Recognize and use the word “like”, “what”</b></li> <li>• <b>Become familiar with family terms</b></li> <li>• <b>Introduce family member names</b></li> <li>• <b>Write about family members</b></li> </ul> <b>Standards</b> <b>WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5</b>	<b>UNIT: Animals and Animal Homes</b> <ul style="list-style-type: none"> <li>• <b>View and name animals on a farm</b></li> <li>• Use academic language to retell a story</li> <li>• <b>Listen to stories</b></li> <li>• <b>Name animals that live on farms</b></li> <li>• <b>Name animal body parts</b></li> </ul> <b>Standards</b> <b>WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5</b>	

<b>Marking Period 3</b>		
<b>February</b>	<b>March</b>	
<b>UNIT: Animals and Animal Homes</b> <ul style="list-style-type: none"> <li>• Identify the names of baby animals</li> <li>• Using manipulatives match baby animals to their mothers</li> <li>• Listen and discuss stories about farm animals</li> <li>• Name animals that live on farms</li> </ul> Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5	<b>UNIT: Science</b> <ul style="list-style-type: none"> <li>• Study the parts of a plant</li> <li>• Plant grass seeds within classroom and observe as it grows</li> <li>• Identify fruits and vegetables</li> <li>• Use manipulatives to match pictures of fruit to the written and spoken word</li> <li>• Listen to stories about plants and vegetables</li> <li>• Study the parts of a plant</li> <li>• Plant grass seeds and observe growth</li> </ul> Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5	
	<b>Access Testing</b>	
<b>Marking Period 4</b>		
<b>April</b>	<b>May</b>	<b>June</b>
<b>UNIT: Increase Vocabulary</b> <ul style="list-style-type: none"> <li>• Recognize and use the word “get”, “you”, “can”</li> <li>• Students will express the meaning of vocabulary words in their own words</li> </ul> Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5 Technology: 8.1	<b>UNIT: Weather</b> <ul style="list-style-type: none"> <li>• Use academic language to discuss weather</li> <li>• Identify clothing to wear in different weather conditions</li> <li>• Listen to stories about the seasons</li> <li>• View video to show students the seasons</li> <li>• Discuss the characteristics of each season</li> </ul> Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5 Technology: 8.1	<b>UNIT: Story Details</b> <ul style="list-style-type: none"> <li>• Compare similarities of two stories using a chart</li> <li>• Complete a Venn diagram to understand details in a story</li> <li>• Define safety words</li> </ul> Standards

		<b>WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5 Technology: 8.1</b>
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**Content Area: ELL**

**Grade Level : Kindergarten**

**Unit Title: School Environment**

**Interdisciplinary Connections:**

**English Language Arts Connections:**

**Writing**

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**

- NJSLSA.SL1. 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.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas:**

- NJSLSA.SL4. 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.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Math Connections:**

- K.CC.A.1 Count to 100 by ones and by tens.
- K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

**21<sup>st</sup> Century Themes:**

- Global Awareness

**21<sup>st</sup> Century Skills:**

- Learning and Innovation Skills
  - Creativity and Innovation
    - Think critically
    - Work Creatively with Others
    - Implement Innovations
  - Critical Thinking and Problem Solving
    - Reason Effectively
    - Use Systems Thinking
    - Make Judgments and Decisions
    - Solve Problems
  - Communication and Collaboration
    - Communicate Clearly
    - Collaborate with Others
- Information, Media and Technology Skills
  - Information Literacy
    - Access and Evaluate Information
    - Use and Manage Information
  - ICT Literacy
    - Apply Technology Effectively

**Life and Career Skills**

- Flexibility and Adaptability
  - Adapt to Change
  - Be Flexible
- Initiative and Self-Direction
  - Manage Goals and Time
  - Work Independently
  - Be Self-directed Learners
- Social and Cross Cultural Skills
  - Interact with others
  - Work Effectively in Diverse Teams
- Productivity and Accountability
  - Manage Projects
  - Produce Results
- Leadership and Responsibility
  - Guide and Lead Others
  - Be Responsible to Others

**Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use

<b>Unit 1 Title:</b> School Environment	<b>Grade Level:</b> Kindergarten	<b>Time Frame:</b> September- October
<b>Standard:</b> WIDA ELD Standard 2: Language of Language Arts– ELLs communicate for information, ideas, and concepts necessary for academic success in the content area of Language Arts		
<b>Enduring Understanding:</b> <ul style="list-style-type: none"> <li>• Students will be able to understand language related to school, classroom objects, people, rules, and routines</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What do I need to know to help me communicate my needs?</li> </ul>	
<b>Cumulative Progress Indicators:</b> At the given level of English language proficiency, ELLs will process, understand, produce or use: <ul style="list-style-type: none"> <li>• Pictorial or graphic representation of the language of story genres</li> <li>• Words, phrases, or chunks of language when presented with directions</li> <li>• WH- questions or statements with visual support</li> <li>• General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs</li> <li>• Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> <li>• Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers</li> </ul>	<b>Knowledge and Skills:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to the classroom and school</li> <li>• Find and name items in the classroom</li> <li>• Understand the purpose for each item</li> <li>• Produce simple constructions (e.g., commands, WH- questions, declaratives)</li> <li>• Respond to greetings/farewells</li> <li>• Colors and shapes</li> <li>• Numbers 1-100</li> <li>• Calendar- months, days of the week</li> <li>• Seasons- Fall, Winter, Spring, Summer</li> </ul>	

**Suggested Tasks and Activities:**

- Social/Instructional Language – TPR, music, chants, games
- Literacy – phonics, phonemic awareness, concepts of print, TPR cards, high-frequency words, comprehension strategies
- Writing – drawing/writing response, independent writing
- Art – color mixing with paints

**Assessments:**

- Oral participation in songs, chants, games
- Classroom objects poster
- Written assignments
- Workbook pages

**Demonstration of Learning****Listening****Level 1**

- Match oral language to classroom and everyday objects
- Respond non-verbally to oral commands or statements (e.g., through physical movement)
- Find familiar people and places named orally

**Level 2**

- Match pictures, objects, or movements to oral descriptions
- Follow one-step oral directions (e.g., “stand up”; “sit down”)
- Respond with gestures to songs, chants, or stories modeled by teachers

**Level 3**

- Follow two-step oral directions, one step at a time
- Draw pictures in response to oral instructions
- Act out songs and stories using gestures

**Level 4**

- Find pictures that match oral descriptions
- Follow oral directions and compare with visual or nonverbal models (e.g., draw a circle under the line)

**Level 5**

- Identify pictures associated with grade-level academic concepts from oral descriptions

**Speaking****Level 1**

- Repeat words, simple phrases
- Name classroom and everyday objects

**Level 2**

- Describe pictures, classroom objects or familiar people using simple phrases
- Answer questions with one or two words (e.g., “Where is Sonia?”)

**Level 3**

- Retell short narrative stories through pictures
- Repeat sentences from rhymes and patterned stories

**Level 4**

- Sing repetitive songs and chants independently
- Compare attributes of real objects (e.g., size, shape, color)

**Level 5**

- Explain situations (e.g., involving feelings)
- Express likes, dislikes, or preferences with reasons



**Reading****Level 1**

- Find matching words or pictures
- Find labeled real-life classroom objects

**Level 2**

- Match labeled pictures to those in illustrated scenes

**Level 3**

- Use pictures to identify words

**Level 4**

- Match pictures to phrases/ short sentences
- Classify labeled pictures by two attributes (e.g., size and color)

**Level 5**

- Find school-related vocabulary items
- String words together to make short sentences

**Writing****Level 1**

- Draw pictures and scribble
- Circle or underline pictures, symbols, and numbers

**Level 2**

- Reproduce letters, symbols, and numbers from models in context
- Draw objects from models and label with letters
- Classify visuals according to labels or icons (e.g., animals vs. plants)

**Level 3**

- Make connections between speech and writing
- Reproduce familiar words from labeled models or illustrations

**Level 4**

- Produce symbols and strings of letters associated with pictures
- Label familiar people and objects from models

**Level 5**

- Create content-based representations through pictures and words
- Produce words/phrases independently

**Tech Integration:**

SmartBoard, online picture dictionary, online language translator

**Resources:**

- Spotlight on English Teacher's Guide
- SoE supplemental materials
- SoE Class CD
- Spotlight Online
- Picture cards of school, classroom

- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

**Unit Title: Family and Home****Interdisciplinary Connections:****English Language Arts Connections**

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Math Connections:****21<sup>st</sup> Century Themes:**

- Global Awareness

**21<sup>st</sup> Century Skills:**

- **Learning and Innovation Skills**

- **Creativity and Innovation**

- Think critically
- Work Creatively with Others
- Implement Innovations

- **Critical Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgments and Decisions
- Solve Problems

- **Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

- **Information, Media and Technology Skills**

- **Information Literacy**

- Access and Evaluate Information
- Use and Manage Information

- **ICT Literacy**

- Apply Technology Effectively

- **Life and Career Skills**

- **Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

- **Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently
- Be Self-directed Learners

- **Social and Cross Cultural Skills**

- Interact with others
- Work Effectively in Diverse Teams

- **Productivity and Accountability**

- Manage Projects
- Produce Results

- **Leadership and Responsibility**

- Guide and Lead Others
- Be Responsible to Others

**Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use

<b>Unit 2 Title:</b> Family and Home	<b>Grade Level:</b> Kindergarten	<b>Time Frame:</b> November - December
<p><b>Standard:</b>  WIDA ELD Standard 1: Social and Instructional Language – ELLs communicate for Social and Instructional purposes within the school setting  <b>Standard 2- Language Arts-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts  <b>Standard 5- Social Studies-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>		
<p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify and describe family member, home and activities which take place in a home.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What words can I use to describe my family, home, and things we do at home?</li> </ul>	
<p><b>Cumulative Progress Indicators:</b>  At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> <li>Pictorial or graphic representation of the language of story genres</li> <li>Words, phrases, or chunks of language when presented with directions</li> <li>WH- questions or statements with visual support</li> <li>General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs</li> <li>Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> <li>Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers</li> </ul>	<p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>Vocabulary related to the home and my family</li> <li>Name specific family members and items in the house</li> <li>Describe their family member and relationships</li> <li>Compare types of homes</li> <li>Understand the purpose for each item in the house, where its located</li> <li>Produce simple constructions (e.g., commands, WH-questions, declaratives)</li> <li>Respond to specific questions about family members and home items</li> <li>Sequence morning and/or evening routines</li> <li>Subject pronouns, plural forms of nouns, possessive nouns, descriptive adjectives</li> </ul>	

**Suggested Tasks and Activities:**

- All About Me poster
- Literacy- phonics, phonemic awareness, concepts of print, high frequency words, comprehension strategies
- Writing- personal response, shared writing, interactive writing, independent writing

**Assessments:**

- Oral participation in songs, chants, games
- Written assignments
- Workbook pages

**Demonstration of Learning****Listening****Level 1**

- Match oral language to classroom and everyday objects
- Respond non-verbally to oral commands or statements (e.g., through physical movement)
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**Level 2**

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**Level 3**

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**Level 5**

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- Explain situations (e.g., involving feelings)
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## **Reading**

### **Level 1**

- Find matching words or pictures
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### **Level 2**

- Match labeled pictures to those in illustrated scenes

### **Level 3**

- Use pictures to identify words
- Classify visuals according to labels or icons (e.g., animals v. plants)

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- Find school-related vocabulary items
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## **Writing**

### **Level 1**

- Draw pictures and scribble
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- Reproduce letters, symbols, and numbers from models in context
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## **Tech Integration:**

SmartBoard, online picture dictionary, online language translator

## **Resources:**

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- SoE supplemental materials
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- Picture cards of home rooms, furniture, and items, family members
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
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**Unit Title: Animals and Animal Homes**

**Interdisciplinary Connections:**

**English Language Arts Connections**

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Science Connections:**

- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.

**21<sup>st</sup> Century Themes:**

- Global Awareness

**21<sup>st</sup> Century Skills:**

- Learning and Innovation Skills

- Creativity and Innovation
  - Think critically
  - Work Creatively with Others
  - Implement Innovations
- Critical Thinking and Problem Solving
  - Reason Effectively
  - Use Systems Thinking
  - Make Judgments and Decisions
  - Solve Problems
- Communication and Collaboration
  - Communicate Clearly
  - Collaborate with Others

- Information, Media and Technology Skills

- Information Literacy
  - Access and Evaluate Information
  - Use and Manage Information

- **ICT Literacy**

- **Apply Technology Effectively**

- Life and Career Skills

- Flexibility and Adaptability
  - Adapt to Change
  - Be Flexible
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  - Manage Goals and Time
  - Work Independently
  - Be Self-directed Learners
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**Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use

<b>Unit 3 Title:</b> Animals and Animal Homes	<b>Grade Level:</b> Kindergarten	<b>Time Frame:</b> January – February
<p><b>Standard:</b>  WIDA ELD Standard 1: Social and Instructional Language – ELLs communicate for Social and Instructional purposes within the school setting  <b>Standard 2- Language Arts-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts  <b>Standard 4- Science-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science  <b>Standard 5- Social Studies-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>		
<p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to understand animals have different characteristics and live in different environments.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What characteristics distinguish animals from one another?</li> </ul>	
<p><b>Cumulative Progress Indicators:</b>  At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> <li>• Pictorial or graphic representation of the language of story genres</li> <li>• Words, phrases, or chunks of language when presented with directions</li> <li>• WH- questions or statements with visual support</li> <li>• General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs</li> <li>• Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> <li>• Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers</li> </ul>	<p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Animal vocabulary</li> <li>• Animal sounds</li> <li>• Animal environments</li> <li>• Names of baby animals</li> <li>• Sort pictures of animals in various ways</li> <li>• Dramatize being an animal</li> <li>• Discuss animal characteristics</li> <li>• Discriminate animals by their sounds</li> <li>• Plural forms of nouns, possessive nouns, descriptive adjectives</li> </ul>	

**Suggested Tasks and Activities:**

- Social/Instructional language- games, songs, finger plays, riddles
- Literacy- phonics, phonemic awareness, concepts of print, high frequency words, comprehension strategies
- Writing- personal response, shared writing, interactive writing, independent writing
- Social Studies- compare animals, animal habitats, and their baby

**Assessments:**

- Oral participation in songs, chants, games
- Written assignments
- Workbook pages

**Demonstration of Learning****Listening****Level 1**

- Match oral language to classroom and everyday objects
- Respond non-verbally to oral commands or statements (e.g., through physical movement)
- Find familiar people and places named orally

**Level 2**

- Match pictures, objects, or movements to oral descriptions
- Follow one-step oral directions (e.g., “stand up”; “sit down”)
- Respond with gestures to songs, chants, or stories modeled by teachers

**Level 3**

- Follow two-step oral directions, one step at a time
- Draw pictures in response to oral instructions
- Act out songs and stories using gestures

**Level 4**

- Find pictures that match oral descriptions
- Follow oral directions and compare with visual or nonverbal models (e.g., draw a circle under the line)

**Level 5**

- Identify pictures associated with grade-level academic concepts from oral descriptions

**Speaking****Level 1**

- Repeat words, simple phrases
- Name classroom and everyday objects

**Level 2**

- Describe pictures, classroom objects or familiar people using simple phrases
- Answer questions with one or two words (e.g., “Where is Sonia?”)

**Level 3**

- Retell short narrative stories through pictures
- Repeat sentences from rhymes and patterned stories

**Level 4**

- Sing repetitive songs and chants independently
- Compare attributes of real objects (e.g., size, shape, color)

**Level 5**

- Explain situations (e.g., involving feelings)
- Express likes, dislikes, or preferences with reason



## **Reading**

### **Level 1**

- Find matching words or pictures
- Find labeled real-life classroom objects

### **Level 2**

- Match labeled pictures to those in illustrated scenes

### **Level 3**

- Use pictures to identify words
- Classify visuals according to labels or icons (e.g., animals v. plants)

### **Level 4**

- Match pictures to phrases/ short sentences
- Classify labeled pictures by two attributes (e.g., size and color)

### **Level 5**

- Find school-related vocabulary items
- String words together to make short sentences

## **Writing**

### **Level 1**

- Draw pictures and scribble
- Circle or underline pictures, symbols, and numbers

### **Level 2**

- Reproduce letters, symbols, and numbers from models in context
- Draw objects from models and label with letters

### **Level 3**

- Make connections between speech and writing
- Reproduce familiar words from labeled models or illustrations

### **Level 4**

- Produce symbols and strings of letters associated with pictures
- Label familiar people and objects from models

### **Level 5**

- Create content-based representations through pictures and words
- Produce words/phrases independently

## **Tech Integration:**

SmartBoard, online picture dictionary, online language translator

## **Resources:**

- Spotlight on English Teacher's Guide
- SoE supplemental materials
- SoE Class CD
- Spotlight Online
- Picture cards of home rooms, furniture, and items, family members
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

**Content Area: ELL**

**Grade Level : Kindergarten**

**Unit Title: Body Parts and Clothing**

**Interdisciplinary Connections:**

**English Language Arts Connections**

**Writing**

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**

NJSLSA.SL1. 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.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas:**

NJSLSA.SL4. 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.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**21<sup>st</sup> Century Themes:**

- Global Awareness

**21<sup>st</sup> Century Skills:**

- Learning and Innovation Skills

- Creativity and Innovation
  - Think critically
  - Work Creatively with Others
  - Implement Innovations
- Critical Thinking and Problem Solving
  - Reason Effectively
  - Use Systems Thinking
  - Make Judgments and Decisions
  - Solve Problems
- Communication and Collaboration
  - Communicate Clearly
  - Collaborate with Others

- Information, Media and Technology Skills

- Information Literacy
  - Access and Evaluate Information
  - Use and Manage Information
- ICT Literacy
  - Apply Technology Effectively

- Life and Career Skills

- Flexibility and Adaptability
  - Adapt to Change
  - Be Flexible
- Initiative and Self-Direction
  - Manage Goals and Time
  - Work Independently
  - Be Self-directed Learners
- Social and Cross Cultural Skills
  - Interact with others
  - Work Effectively in Diverse Teams
- Productivity and Accountability
  - Manage Projects
  - Produce Results
- Leadership and Responsibility
  - Guide and Lead Others
  - Be Responsible to Other

**Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use

<b>Unit 4 Title:</b> Body Parts and Clothing	<b>Grade Level:</b> Kindergarten	<b>Time Frame:</b> March
<p><b>Standard:</b>  WIDA ELD Standard 1: Social and Instructional Language – ELLs communicate for Social and Instructional purposes within the school setting  <b>Standard 2- Language Arts-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts  <b>Standard 4- Science-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>		
<p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to understand animals have different characteristics and live in different environments.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What characteristics distinguish animals from one another?</li> </ul>	
<p><b>Cumulative Progress Indicators:</b>  At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> <li>• Pictorial or graphic representation of the language of story genres</li> <li>• Words, phrases, or chunks of language when presented with directions</li> <li>• WH- questions or statements with visual support</li> <li>• General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs</li> <li>• Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> <li>• Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers</li> </ul>	<p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Naming and labeling body parts: ear, eye, mouth, hand, feet, etc.</li> <li>• Naming types of clothing- shirt, dress, pants, shoes, sneakers, etc.</li> <li>• Using color to describe clothing</li> <li>• “I am wearing _____ today.”</li> <li>• “I have _____ eyes and _____ hair.</li> <li>• Five Senses</li> <li>• Numbers</li> <li>• Colors</li> <li>• Sight Words</li> <li>• Alphabet letters</li> </ul>	

**Suggested Tasks and Activities:**

- Social/Instructional language- games, songs, finger plays, riddles
- Literacy- phonics, phonemic awareness, concepts of print, high frequency words, comprehension strategies
- Writing- personal response, shared writing, interactive writing, independent writing

**Assessments:**

- Oral participation in songs, chants, games
- Written assignments
- Workbook pages

**Demonstration of Learning****Listening****Level 1**

- Match oral language to classroom and everyday objects
- Respond non-verbally to oral commands or statements (e.g., through physical movement)
- Find familiar people and places named orally

**Level 2**

- Match pictures, objects, or movements to oral descriptions
- Follow one-step oral directions (e.g., “stand up”; “sit down”)
- Respond with gestures to songs, chants, or stories modeled by teachers

**Level 3**

- Follow two-step oral directions, one step at a time
- Draw pictures in response to oral instructions
- Act out songs and stories using gestures

**Level 4**

- Find pictures that match oral descriptions
- Follow oral directions and compare with visual or nonverbal models (e.g., draw a circle under the line)

**Level 5**

- Identify pictures associated with grade-level academic concepts from oral description

**Speaking****Level 1**

- Repeat words, simple phrases
- Name classroom and everyday objects

**Level 2**

- Describe pictures, classroom objects or familiar people using simple phrases
- Answer questions with one or two words (e.g., “Where is Sonia?”)

**Level 3**

- Retell short narrative stories through pictures
- Repeat sentences from rhymes and patterned stories

**Level 4**

- Sing repetitive songs and chants independently
- Compare attributes of real objects (e.g., size, shape, color)

**Level 5**

- Explain situations (e.g., involving feelings)
- Express likes, dislikes, or preferences with reasons

**Reading****Level 1**

- Find matching words or pictures
- Find labeled real-life classroom objects

**Level 2**

- Match labeled pictures to those in illustrated scenes

**Level 3**

- Use pictures to identify words

**Level 4**

- Match pictures to phrases/ short sentences
- Classify labeled pictures by two attributes (e.g., size and color)

**Level 5**

- Find school-related vocabulary items
- String words together to make short sentences

**Writing****Level 1**

- Draw pictures and scribble
- Circle or underline pictures, symbols, and numbers

**Level 2**

- Reproduce letters, symbols, and numbers from models in context
- Draw objects from models and label with letters
- Classify visuals according to labels or icons (e.g., animals v. plants)

**Level 3**

- Make connections between speech and writing
- Reproduce familiar words from labeled models or illustrations

**Level 4**

- Label familiar people and objects from models

**Level 5**

- Create content-based representations through pictures and words
- Produce words/phrases independently

**Tech Integration:**

SmartBoard, online picture dictionary, online language translator

**Resources:**

- Spotlight on English Teacher's Guide
- SoE supplemental materials
- SoE Class CD
- Spotlight Online
- Picture cards of clothing and body parts

- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

**Content Area: ELL**

**Grade Level : Kindergarten**

**Unit Title: Food**

**Interdisciplinary Connections:**

**English Language Arts Connections**

**Writing**

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**

NJSLSA.SL1. 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.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas:**

NJSLSA.SL4. 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.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**21<sup>st</sup> Century Themes:**

- Global Awareness

**21<sup>st</sup> Century Skills:**

- Learning and Innovation Skills

- Creativity and Innovation
  - Think critically
  - Work Creatively with Others
  - Implement Innovations
- Critical Thinking and Problem Solving
  - Reason Effectively
  - Use Systems Thinking
  - Make Judgments and Decisions
  - Solve Problems
- Communication and Collaboration
  - Communicate Clearly
  - Collaborate with Others

- Information, Media and Technology Skills

- Information Literacy
  - Access and Evaluate Information
  - Use and Manage Information
- ICT Literacy
  - Apply Technology Effectively

- Life and Career Skills

- Flexibility and Adaptability
  - Adapt to Change
  - Be Flexible
- Initiative and Self-Direction
  - Manage Goals and Time
  - Work Independently
  - Be Self-directed Learners
- Social and Cross Cultural Skills
  - Interact with others
  - Work Effectively in Diverse Teams
- Productivity and Accountability
  - Manage Projects
  - Produce Results
- Leadership and Responsibility
  - Guide and Lead Others
  - Be Responsible to Other

**Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use



<b>Unit 5 Title:</b> Food	<b>Grade Level:</b> Kindergarten	<b>Time Frame:</b> April
<p><b>Standard:</b>  WIDA ELD Standard 1: Social and Instructional Language – ELLs communicate for Social and Instructional purposes within the school setting  <b>Standard 2- Language Arts-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts  <b>Standard 4- Science-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>		
<p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>Students will be able to understand and talk about food.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What language do students need in order to demonstrate comprehension and engage in the topic of food?</li> </ul>	
<p><b>Cumulative Progress Indicators:</b>  At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> <li>Pictorial or graphic representation of the language of story genres</li> <li>Words, phrases, or chunks of language when presented with directions</li> <li>WH- questions or statements with visual support</li> <li>General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs</li> <li>Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> <li>Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers</li> </ul>	<p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>Naming and labeling types of food</li> <li>Name favorite food or lunch</li> <li>Name the color of the fruit or vegetable</li> <li>Classify fruits vs. vegetables</li> <li>Healthy vs. unhealthy food</li> <li>Supermarket vocabulary</li> <li>Food relative to their culture</li> <li>Nouns</li> <li>Verbs</li> <li>Adjective</li> <li>Food pyramid</li> </ul>	

**Suggested Tasks and Activities:**

- Social/Instructional language- games, songs, finger plays, riddles
- Literacy- phonics, phonemic awareness, concepts of print, high frequency words, comprehension strategies
- Writing- personal response, shared writing, interactive writing, independent writing

**Assessments:**

- Oral participation in songs, chants, games
- Written assignments
- Workbook pages

**Demonstration of Learning****Listening****Level 1**

- Match oral language to classroom and everyday objects
- Respond non-verbally to oral commands or statements (e.g., through physical movement)
- Find familiar people and places named orally

**Level 2**

- Match pictures, objects, or movements to oral descriptions
- Follow one-step oral directions (e.g., “stand up”; “sit down”)
- Respond with gestures to songs, chants, or stories modeled by teachers

**Level 3**

- Follow two-step oral directions, one step at a time
- Draw pictures in response to oral instructions
- Act out songs and stories using gestures

**Level 4**

- Find pictures that match oral descriptions
- Follow oral directions and compare with visual or nonverbal models

(e.g., draw a circle under the line)

**Level 5**

- Identify pictures associated with grade-level academic concepts from oral descriptions

**Speaking****Level 1**

- Repeat words, simple phrases
- Name classroom and everyday objects

**Level 2**

- Describe pictures, classroom objects or familiar people using simple phrases
- Answer questions with one or two words (e.g., “Where is Sonia?”)

**Level 3**

- Retell short narrative stories through pictures
- Repeat sentences from rhymes and patterned stories

**Level 4**

- Sing repetitive songs and chants independently
- Compare attributes of real objects (e.g., size, shape, color)

**Level 5**

- Explain situations (e.g., involving feelings)
- Express likes, dislikes, or preferences with reason

## **Reading**

### **Level 1**

- Find matching words or pictures
- Find labeled real-life classroom objects

### **Level 2**

- Match labeled pictures to those in illustrated scenes

### **Level 3**

- Use pictures to identify words
- Classify visuals according to labels or icons (e.g., animals v. plants)

### **Level 4**

- Match pictures to phrases/ short sentences
- Classify labeled pictures by two attributes (e.g., size and color)

### **Level 5**

- Find school-related vocabulary items
- String words together to make short sentences

## **Writing**

### **Level 1**

- Draw pictures and scribble
- Circle or underline pictures, symbols, and numbers

### **Level 2**

- Reproduce letters, symbols, and numbers from models in context
- Draw objects from models and label with letters

### **Level 3**

- Make connections between speech and writing
- Reproduce familiar words from labeled models or illustrations

### **Level 4**

- Produce symbols and strings of letters associated with pictures
- Label familiar people and objects from models

### **Level 5**

- Create content-based representations through pictures and words
- Produce words/phrases independently

## **Tech Integration:**

SmartBoard, online picture dictionary, online language translator

## **Resources:**

- Spotlight on English Teacher's Guide
- SoE supplemental materials
- SoE Class CD
- Spotlight Online
- Picture cards of food
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

**Content Area: ELL**

**Grade Level : Kindergarten**

**Unit Title: Action Words**

**Interdisciplinary Connections:**

**English Language Arts Connections**

**Writing**

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**

NJSLSA.SL1. 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.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas:**

NJSLSA.SL4. 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.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**21<sup>st</sup> Century Themes:**

- Global Awareness

**21<sup>st</sup> Century Skills:**

- Learning and Innovation Skills

- Creativity and Innovation
  - Think critically
  - Work Creatively with Others
  - Implement Innovations
- Critical Thinking and Problem Solving
  - Reason Effectively
  - Use Systems Thinking
  - Make Judgments and Decisions
  - Solve Problems
- Communication and Collaboration
  - Communicate Clearly
  - Collaborate with Others

- Information, Media and Technology Skills

- Information Literacy
  - Access and Evaluate Information
  - Use and Manage Information
- ICT Literacy
  - Apply Technology Effectively

- Life and Career Skills

- Flexibility and Adaptability
  - Adapt to Change
  - Be Flexible
- Initiative and Self-Direction
  - Manage Goals and Time
  - Work Independently
  - Be Self-directed Learners
- Social and Cross Cultural Skills
  - Interact with others
  - Work Effectively in Diverse Teams
- Productivity and Accountability
  - Manage Projects
  - Produce Results
- Leadership and Responsibility
  - Guide and Lead Others
  - Be Responsible to Other

**Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions

<b>Unit 6 Title:</b> Action Words	<b>Grade Level:</b> Kindergarten	<b>Time Frame:</b> May - June
<p><b>Standard:</b>  WIDA ELD Standard 1: Social and Instructional Language – ELLs communicate for Social and Instructional purposes within the school setting  <b>Standard 2- Language Arts-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts  <b>Standard 4- Science-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>		
<p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>Students will be able to understand and use action words to describe what someone or something is doing.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What language do students need in order to demonstrate comprehension and engage in the topic of action words?</li> </ul>	
<p><b>Cumulative Progress Indicators:</b>  At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> <li>Pictorial or graphic representation of the language of story genres</li> <li>Words, phrases, or chunks of language when presented with directions</li> <li>WH- questions or statements with visual support</li> <li>General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs</li> <li>Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> <li>Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers</li> </ul>	<p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>Identify action verbs.</li> <li>Using pictures to describe action.</li> <li>Complete sentence patterns with action words.</li> <li>Identifying verbs for school and home</li> <li>Produce simple constructions (e.g., commands, WH-questions, declaratives)</li> </ul>	

**Suggested Tasks and Activities:**

- Social/Instructional language- games, songs, finger plays, riddles
- Literacy- phonics, phonemic awareness, concepts of print, high frequency words, comprehension strategies
- Writing- personal response, shared writing, interactive writing, independent writing

**Assessments:**

- Oral participation in songs, chants, games
- Written assignments
- Workbook pages

**Demonstration of Learning****Listening****Level 1**

- Match oral language to classroom and everyday objects
- Respond non-verbally to oral commands or statements (e.g., through physical movement)
- Find familiar people and places named orally

**Level 2**

- Match pictures, objects, or movements to oral descriptions
- Follow one-step oral directions (e.g., “stand up”; “sit down”)
- Respond with gestures to songs, chants, or stories modeled by teachers

**Level 3**

- Follow two-step oral directions, one step at a time
- Draw pictures in response to oral instructions
- Act out songs and stories using gestures

**Level 4**

- Find pictures that match oral descriptions
- Follow oral directions and compare with visual or nonverbal models (e.g., draw a circle under the line)

**Level 5**

- Identify pictures associated with grade-level academic concepts from oral description

**Speaking****Level 1**

- Repeat words, simple phrases
- Name classroom and everyday objects

**Level 2**

- Describe pictures, classroom objects or familiar people using simple phrases
- Answer questions with one or two words (e.g., “Where is Sonia?”)

**Level 3**

- Retell short narrative stories through pictures
- Repeat sentences from rhymes and patterned stories

**Level 4**

- Sing repetitive songs and chants independently
- Compare attributes of real objects (e.g., size, shape, color)

**Level 5**

- Explain situations (e.g., involving feelings)
- Express likes, dislikes, or preferences with reasons

<p><b>Reading</b></p> <p><b><u>Level 1</u></b></p> <ul style="list-style-type: none"> <li>• Find matching words or pictures</li> <li>• Find labeled real-life classroom objects</li> </ul> <p><b><u>Level 2</u></b></p> <ul style="list-style-type: none"> <li>• Match labeled pictures to those in illustrated scenes</li> </ul> <p><b><u>Level 3</u></b></p> <ul style="list-style-type: none"> <li>• Use pictures to identify words</li> <li>• Classify visuals according to labels or icons (e.g., animals v. plants)</li> </ul> <p><b><u>Level 4</u></b></p> <ul style="list-style-type: none"> <li>• Match pictures to phrases/ short sentences</li> <li>• Classify labeled pictures by two attributes (e.g., size and color)</li> </ul> <p><b><u>Level 5</u></b></p> <ul style="list-style-type: none"> <li>• Find school-related vocabulary items</li> <li>• String words together to make short sentences</li> </ul>	<p><b>Writing</b></p> <p><b><u>Level 1</u></b></p> <ul style="list-style-type: none"> <li>• Draw pictures and scribble</li> <li>• Circle or underline pictures, symbols, and numbers</li> </ul> <p><b><u>Level 2</u></b></p> <ul style="list-style-type: none"> <li>• Reproduce letters, symbols, and numbers from models in context</li> <li>• Draw objects from models and label with letters</li> </ul> <p><b><u>Level 3</u></b></p> <ul style="list-style-type: none"> <li>• Make connections between speech and writing</li> <li>• Reproduce familiar words from labeled models or illustrations</li> </ul> <p><b><u>Level 4</u></b></p> <ul style="list-style-type: none"> <li>• Produce symbols and strings of letters associated with pictures</li> <li>• Label familiar people and objects from models</li> </ul> <p><b><u>Level 5</u></b></p> <ul style="list-style-type: none"> <li>• Create content-based representations through pictures and words</li> <li>• Produce words/phrases independently</li> </ul>
<p><b>Tech Integration:</b> SmartBoard, online picture dictionary, online language translator</p>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Spotlight on English Teacher’s Guide</li> <li>• SoE supplemental materials</li> <li>• SoE Class CD</li> <li>• Spotlight Online</li> <li>• Picture cards</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulatives</li> <li>• Graphic organizers</li> <li>• Notebooks</li> <li>• Index cards</li> <li>• Computer</li> <li>• Bilingual and/or English Dictionary</li> </ul>