

EAST RUTHERFORD SCHOOL DISTRICT

ESL CURRICULUM

Grades 1 and 2



Giovanni A. Giancaspro
Superintendent of Schools

Marlene Krupp
Interim Curriculum Coordinator

New Jersey Student Learning Standards

NJSLS 2016

Adopted August 2017

Overview of Pacing Guide

Content Area: ELL

Grade Level: First Grade

Unit Title: School Environment

September – October

Unit Title: Home and Family

November – December

Unit Title: Reading Comprehension

January – March

Unit Title: Listening and Reading

April - June

Overview of Pacing Guide

Content Area: ELL

Grade Level: Second Grade

Unit Title: School Environment

September – October

Unit Title: Home and Family

November – December

Unit Title: The Writing Process

January – February

Unit Title: Seasons and Weather

May

Unit Title: Animals

June

Grade 1 Pacing Guide

Marking Period 1		
September	October	November
<p>UNIT: School Environment</p> <ul style="list-style-type: none"> Use the language of the classroom Learn the routine of the classroom Participate in a class discussion. <p>Standards WIDA 1, WIDA 2</p> <p>W-APT Testing</p>	<p>UNIT: School Environment</p> <ul style="list-style-type: none"> Use the language of the classroom Learn the routine of the classroom Participate in a class discussion Name items used throughout the day in school The letter A <p>Standards WIDA 1, WIDA 2, WIDA 5</p> <p>W-APT Testing</p>	<p>UNIT: Home and Family</p> <ul style="list-style-type: none"> Continue to use the academic language of the classroom Become familiar with family terms Introduce family member names Write about family members Differentiate things that are living and things that are non-living <p>Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5</p>
Marking Period 2		
December	January	
<p>UNIT: Home and Family</p> <ul style="list-style-type: none"> Use the academic language to identify the personal pronouns “she” and “he” Become familiar with family terms Introduce family member names Write about family members <p>Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5</p>	<p>UNIT: Reading Comprehension</p> <ul style="list-style-type: none"> Compare reading genres Recall information from a story Identify verbs and present tense verbs Listen to stories Review learned information to locate information in a story Compare authors purpose Analyze elements of poetry <p>Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5 Technology: 8.1, 8.2</p>	

Marking Period 3		
February	March	
UNIT: Reading Comprehension <ul style="list-style-type: none"> • Building reading comprehension • Present tense verbs • Questioning techniques • Use of the phrase “to be” • Listening to stories • Identifying pronouns • Determine important elements of a story Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5 Technology: 8.1, 8.2	UNIT: Reading Comprehension <ul style="list-style-type: none"> • Compare Genres • Predictions • Analyze verbs, is, are, has, and have • Listen to stories • Determine important elements of a story Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5 Technology: 8.1, 8.2 Access Testing	
Marking Period 4		
April	May	June
UNIT: Listening and Reading <ul style="list-style-type: none"> • Sequencing of a story • Identifying importance of facts • Determine important parts of a story • Listen to stories • Use pronouns • Classroom discussions • Identify main idea Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5 Technology: 8.1, 8.2	UNIT: Listening and Reading <ul style="list-style-type: none"> • Compare Genres • Identify possessive words • Listen to stories • Compare how animals are different • Identify subject and verbs in simple sentences • Summarize a story • Questioning techniques Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5 Technology: 8.1, 8.2	UNIT: Listening and Reading <ul style="list-style-type: none"> • Compare Genres • Identify possessive words • Listen to stories • Compare how animals are different • Identify subject and verbs in simple sentences • Summarize a story • Questioning techniques Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5 Technology: 8.1, 8.2

Grade 2 Pacing Guide

Marking Period 1		
September	October	November
<p>UNIT: School Environment</p> <ul style="list-style-type: none"> • Introduce classroom routines • Participate in a class discussion. • Generate rules for the classroom <p>Standards WIDA 1, WIDA 2</p> <p>W-APT Testing</p>	<p>UNIT: School Environment</p> <ul style="list-style-type: none"> • Introduce grade level academic vocabulary • Read and discuss grade level books • Participate in a class discussion. • Introduction to technology within the classroom • Introduction to communities <p>Standards WIDA 1, WIDA 2, WIDA 5 Tech: 8.1, 8.2</p> <p>W-APT Testing</p>	<p>UNIT: Home and Family</p> <ul style="list-style-type: none"> • Introduce grade level academic vocabulary • Become familiar with family terms • Introduce family member names • Write about family members • Introduction to grammar <p>Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5 Technology: 8.1, 8.2</p>
Marking Period 2		
December	January	
<p>UNIT: Home and Family</p> <ul style="list-style-type: none"> • Introduce grade level academic vocabulary • Become familiar with family terms • Read and discuss grade level books • Create photo essays based on family and friends • Introduction to grammar rules <p>Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5</p> <p>Technology: 8.1, 8.2</p>	<p>UNIT: The Writing Process</p> <ul style="list-style-type: none"> • Introduce grade level academic vocabulary • Introduction to poetry and meanings • Discussions and practice of grammar rules • Read and discuss grade level books • Formulation of sentences <p>Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5</p> <p>Technology: 8.1, 8.2</p>	

Marking Period 3		
February	March	
<p>UNIT: The Writing Process</p> <ul style="list-style-type: none"> • Introduce grade level academic vocabulary • Formulation of sentences • Discussions on the process of writing • Read articles and writing pieces to help students understand how to write their own writing pieces • Participate in a class discussion. <p>ACCESS testing</p> <p>Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5</p> <p>Technology: 8.1, 8.2</p>	<p>UNIT: Healthy Habits</p> <ul style="list-style-type: none"> • Introduce grade level academic vocabulary • Discussions on how to eat healthy and exercise • Track healthy eating when at home and in school <p>ACCESS testing</p> <p>Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5</p> <p>Technology: 8.1, 8.2</p>	
Marking Period 4		
April	May	June
<p>UNIT: Speaking and Writing</p> <ul style="list-style-type: none"> • Introduce grade level academic vocabulary • Recognizing high frequency words • Discussions on how elaborate on a topic when writing • Read and discuss grade level books <p>Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5</p> <p>Technology: 8.1, 8.2</p>	<p>UNIT: Seasons and Weather</p> <ul style="list-style-type: none"> • Introduce grade level academic vocabulary • Recognizing high frequency words • Discussions on how elaborate on a topic when writing • Read and discuss grade level books • Discuss sequencing as it pertains to weather <p>Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5</p> <p>Technology: 8.1, 8.2</p>	<p>UNIT: Animals</p> <ul style="list-style-type: none"> • Introduce grade level academic vocabulary • Discussions on how elaborate • Read and discuss grade level books on animals • Choose favorite animal to do research on <p>Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5</p> <p>Technology: 8.1, 8.2</p>

Content Area: ELL	Grade Level : First and Second
Unit Title: School –Classroom Objects, Colors, Room Locations	
<p>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.</p> <p>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.</p>	

21st Century Themes:

- Global Awareness

21st 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

Unit 1 Title: School –Classroom Objects, Colors, Room Locations	Grade Level: First and Second	Time Frame: September – October
Standard: WIDA ELD Standard 1: Social and Instructional Language – ELLs communicate for Social and Instructional purposes within the school setting		
Enduring Understanding: <ul style="list-style-type: none"> • Students will be able to understand language related to classroom objects and colors. 	Essential Questions: <ul style="list-style-type: none"> • What are the English names for items and colors used in the classroom on a regular basis? 	
Cumulative Progress Indicators: At the given level of English language proficiency, ELLs will process, understand, produce or use: <ul style="list-style-type: none"> • Pictorial or graphic representation of the language of story genres • Words, phrases, or chunks of language when presented with directions • WH- questions or statements with visual support • General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs • 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 • 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 	Knowledge and Skills: <ul style="list-style-type: none"> • Vocabulary related to the classroom and school • Identify and write names of items in the classroom • Understand the purpose for each item • Locate and navigate locations in the school 	
Suggested Tasks and Activities: <ul style="list-style-type: none"> • Social/Instructional Language – TPR, music, games • Literacy – phonics, phonemic awareness, concepts of print, TPR cards, high-frequency words, comprehension strategies • Writing- personal response, shared writing, independent writing • Math – patterns, number sense, sorting, graphing favorite colors • Social Studies – school and locations • Art – color mixing with paints Assessments: <ul style="list-style-type: none"> • Unit test • Student participation • Ongoing observation • Workbook pages 		

Demonstration of Learning

Listening

Level 1

- Follow modeled, one-step oral directions (e.g., “Find a pencil.”)
- Point to real-life objects reflective of content-related vocabulary or oral statements
- Mimic gestures or movement associated with statements (e.g., “This is my left hand.”)

Level 2

- Carry out two- to three step oral commands (e.g., “Take out your science book. Now turn to page 25.”)
- Locate objects described orally

Level 3

- Follow modeled multi-step oral directions
- Classify objects according to descriptive oral statements

Level 4

- Locate objects, figures, places based on visuals and detailed oral descriptions

Level 5

- Apply ideas from oral discussions to new situations

Speaking

Level 1

- Repeat simple words, phrases, and memorized chunks of language
- Identify and name everyday objects

Level 2

- Repeat facts or statements
- Describe what people do from action pictures (e.g., jobs of community workers)

Level 3

- Ask questions of a social nature
- Express feelings (e.g., “I’m happy because...”)

Level 4

- Ask questions for social and academic purposes
- Participate in class discussions on familiar social and academic topics

Level 5

- Use academic vocabulary in class discussions
- Express and support ideas with example

Reading

Level 1

- Identify symbols, icons, and environmental print
- Match real-life familiar objects to labels

Level 2

- Identify and interpret pre-taught labeled diagrams
- Match voice to print by pointing to icons, letters, or illustrated words

Level 3

- Match phrases and sentences to pictures
- Make text-to-self connections with prompting

Level 4

- Put words in order to form sentences
- Follow sentence-level directions

Level 5

- Begin using features of non-fiction text to aid comprehension
- Identify main ideas

Writing

Level 1

- Copy written language
- Communicate through drawings
- Label familiar objects or pictures

Level 2

- Complete modeled sentence starters (e.g., “I like ____.”)
- Describe people, places, or objects from illustrated examples and models

Level 3

- Engage in prewriting strategies (e.g., use of graphic organizers)
- Give content-based information using visuals or graphics

Level 4

- Produce original sentences
- Use classroom resources (e.g., picture dictionaries to compose sentences)
- Compose journal entries about personal experiences

Level 5

- Create a related series of sentences in response to prompts

	<ul style="list-style-type: none">• Produce content-related sentences
Tech Integration: SmartBoard, online picture dictionary, online language translator	
Resources: <ul style="list-style-type: none">• Spotlight on English Teacher's Guide• SoE supplemental materials• SoE Class CD• Spotlight Online• Picture cards	<ul style="list-style-type: none">• Manipulatives• Graphic organizers• Notebooks• Index cards• Computer• Bilingual and/or English Dictionary

Content Area: ELL	Grade Level: First and Second
Unit Title: Home and Family	
<p>Interdisciplinary Connections: English Language Arts Connections Writing</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>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</p> <p>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.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p> <p>Speaking and Listening</p> <p>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.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric Presentation of Knowledge and Ideas</p> <p>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.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and Innovation Skills <ul style="list-style-type: none"> ▪ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ▪ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking <ul style="list-style-type: none"> ▪ Make Judgments and Decisions ▪ Solve Problems ▪ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • Information, Media and Technology Skills 	<ul style="list-style-type: none"> • Life and Career Skills <ul style="list-style-type: none"> ▪ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ▪ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ▪ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ▪ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ▪ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others

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

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

Unit 2 Title: Home and Family	Grade Level: First and Second	Time Frame: November - December
Standard: WIDA ELD Standard 1: Social and Instructional Language – ELLs communicate for Social and Instructional purposes within the school setting		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> Students will be able to identify and describe family member, the home, and home activities 	<p>Essential Questions:</p> <ul style="list-style-type: none"> What words can I use to describe my family, my home, and things we do at home? 	
<p>Cumulative Progress Indicators:</p> <p>At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> Pictorial or graphic representation of the language of story genres Words, phrases, or chunks of language when presented with directions WH- questions or statements with visual support General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs 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 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 	<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> Vocabulary for family members, exterior/interior parts of a home, household objects/furniture, home activities Subject pronouns Plural form of nouns Possessive nouns Descriptive adjectives Identify members of a family Describe their family members and relationships Describe their home Compare types of homes Sequence morning and/or evening routines Role play a family engage in an activity at home 	

Suggested Tasks and Activities:

- Social/Instructional Language – TPR, music, games
- Literacy – phonics, phonemic awareness, concepts of print, TPR cards, high-frequency words, comprehension strategies
- Writing – personal response, shared writing, independent writing
- Social Studies – compare/contrast different types of home
- Dramatic Play – role play different family situations

Assessments:

- Unit test
- Oral participation in songs, chants, games
- Draw and label a family tree using pictures/words/sentences
- Written assignments
- Workbook pages

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

- Follow modeled, one-step oral directions (e.g., “Find a pencil.”)
- Point to real-life objects reflective of content-related vocabulary or oral statements
- Mimic gestures or movement associated with statements (e.g., “This is my left hand.”)

Level 2

- Carry out two- to three step oral commands (e.g., “Take out your science book. Now turn to page 25.”)
- Locate objects described orally

Level 3

- Follow modeled multi-step oral directions
- Classify objects according to descriptive oral statements

Level 4

- Locate objects, figures, places based on visuals and detailed oral descriptions

Level 5

- Apply ideas from oral discussions to new situations

Speaking**Level 1**

- Repeat simple words, phrases, and memorized chunks of language
- Identify and name everyday objects

Level 2

- Repeat facts or statements
- Describe what people do from action pictures (e.g., jobs of community workers)

Level 3

- Ask questions of a social nature
- Express feelings (e.g., “I’m happy because...”)

Level 4

- Ask questions for social and academic purposes
- Participate in class discussions on familiar social and academic topics

Level 5

- Use academic vocabulary in class discussions
- Express and support ideas with examples

<p>Reading</p> <p><u>Level 1</u></p> <ul style="list-style-type: none"> • Identify symbols, icons, and environmental print • Match real-life familiar objects to labels <p><u>Level 2</u></p> <ul style="list-style-type: none"> • Identify and interpret pre-taught labeled diagrams • Match voice to print by pointing to icons, letters, or illustrated words <p><u>Level 3</u></p> <ul style="list-style-type: none"> • Match phrases and sentences to pictures • Make text-to-self connections with prompting <p><u>Level 4</u></p> <ul style="list-style-type: none"> • Put words in order to form sentences • Follow sentence-level directions <p><u>Level 5</u></p> <ul style="list-style-type: none"> • Begin using features of non-fiction text to aid comprehension • Identify main ideas 	<p>Writing</p> <p><u>Level 1</u></p> <ul style="list-style-type: none"> • Copy written language • Communicate through drawings • Label familiar objects or pictures <p><u>Level 2</u></p> <ul style="list-style-type: none"> • Complete modeled sentence starters (e.g., “I like ____.”) • Describe people, places, or objects from illustrated examples and models <p><u>Level 3</u></p> <ul style="list-style-type: none"> • Engage in prewriting strategies (e.g., use of graphic organizers) • Give content-based information using visuals or graphics <p><u>Level 4</u></p> <ul style="list-style-type: none"> • Produce original sentences • Use classroom resources (e.g., picture dictionaries to compose sentences) • Compose journal entries about personal experiences <p><u>Level 5</u></p> <ul style="list-style-type: none"> • Create a related series of sentences in response to prompts • Produce content-related sentences
<p>Tech Integration: SmartBoard, online picture dictionary, online language translator</p>	
<p>Resources:</p> <ul style="list-style-type: none"> • Manipulatives • Graphic organizers • Notebooks • Index cards • Computer • Bilingual and/or English Dictionary 	<ul style="list-style-type: none"> • Spotlight on English Teacher’s Guide • SoE supplemental materials • SoE Class CD • Spotlight Online • Picture cards

Content Area: ELL	Grade Level: First and Second
Unit Title: All About Me/Body Parts	
<p>Interdisciplinary Connections: English Language Arts Connections Writing</p> <p>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</p> <p>Speaking and Listening</p> <p>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. 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.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems 	<ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects

- **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**

- **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

Unit 3 Title: All About Me/Body Parts	Grade Level: First and Second	Time Frame: January – February
<p>Standard: WIDA ELD Standard 1: Social and Instructional Language – ELLs communicate for Social and Instructional purposes within the school setting WIDA ELD Standard 4: The Language of Science– ELLs communicate for information, ideas, and concepts necessary for academic success in the content area of Science</p>		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will match pictures of body parts with words in oral or written form • Students will name things they can see, hear, smell, touch, and taste • Students will identify emotions in oral and/or written form using picture prompts <p>Students will write a story through words or pictures of an activity they enjoy</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the names for the parts of my body? • Which parts of my body help me to learn about the world around me? • What are the words in English that tell how myself and others are feeling? • What do I like to do? What do I not like to do?? 	
<p>Cumulative Progress Indicators: At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> • Pictorial or graphic representation of the language of story genres • Words, phrases, or chunks of language when presented with directions • WH- questions or statements with visual support • General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs • 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 • 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 	<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Vocabulary for family members, exterior/interior parts of a home, household objects/furniture, home activities • Subject pronouns • Plural form of nouns • Possessive nouns • Descriptive adjectives • Identify members of a family • Describe their family members and relationships • Describe their home • Compare types of homes • Sequence morning and/or evening routines • Role play a family engage in an activity at home 	

Suggested Tasks and Activities:

- Social/Instructional Language – TPR, music, games
- Literacy – phonics, phonemic awareness, concepts of print, TPR cards, high-frequency words, comprehension strategies
- Writing – personal response, shared writing, independent writing
- Math – count body parts
- Science – explore with senses

Assessments:

- Unit test
- Oral participation in songs, chants, games
- Draw and label a family tree using pictures/words/sentences
- Written assignments
- Workbook pages

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

- Follow modeled, one-step oral directions (e.g., “Find a pencil.”)
- Point to real-life objects reflective of content-related vocabulary or oral statements
- Mimic gestures or movement associated with statements (e.g., “This is my left hand.”)

Level 2

- Carry out two- to three step oral commands (e.g., “Take out your science book. Now turn to page 25.”)
- Locate objects described orally

Level 3

- Follow modeled multi-step oral directions
- Classify objects according to descriptive oral statements

Level 4

- Locate objects, figures, places based on visuals and detailed oral descriptions

Level 5

- Apply ideas from oral discussions to new situations

Speaking**Level 1**

- Repeat simple words, phrases, and memorized chunks of language
- Identify and name everyday objects

Level 2

- Repeat facts or statements
- Describe what people do from action pictures (e.g., jobs of community workers)

Level 3

- Ask questions of a social nature
- Express feelings (e.g., “I’m happy because...”)

Level 4

- Ask questions for social and academic purposes
- Participate in class discussions on familiar social and academic topics

Level 5

- Use academic vocabulary in class discussions and express ideas with example

Reading**Level 1**

- Identify symbols, icons, and environmental print
- Match real-life familiar objects to labels

Level 2

- Identify and interpret pre-taught labeled diagrams

Writing**Level 1**

- Copy written language
- Communicate through drawings
- Label familiar objects or pictures

Level 2

<ul style="list-style-type: none"> • Match voice to print by pointing to icons, letters, or illustrated words <p>Level 3</p> <ul style="list-style-type: none"> • Make text-to-self connections with prompting • Match phrases and sentences to pictures <p>Level 4</p> <ul style="list-style-type: none"> • Put words in order to form sentences • Follow sentence-level directions <p>Level 5</p> <ul style="list-style-type: none"> • Begin using features of non-fiction text to aid comprehension • Identify main ideas 	<ul style="list-style-type: none"> • Complete modeled sentence starters (e.g., “I like ____.”) • Describe people, places, or objects from illustrated examples and models <p>Level 3</p> <ul style="list-style-type: none"> • Engage in prewriting strategies (e.g., use of graphic organizers) • Give content-based information using visuals or graphics <p>Level 4</p> <ul style="list-style-type: none"> • Produce original sentences • Use classroom resources (e.g., picture dictionaries to compose sentences) • Compose journal entries about personal experiences <p>Level 5</p> <ul style="list-style-type: none"> • Create a related series of sentences in response to prompts • Produce content-related sentences
<p>Tech Integration: SmartBoard, online picture dictionary, online language translator</p>	
<p>Resources:</p> <ul style="list-style-type: none"> • Spotlight on English Teacher’s Guide • SoE supplemental materials • SoE Class CD • Spotlight Online • Picture cards • Bilingual and/or English Dictionary 	<ul style="list-style-type: none"> • Manipulatives • Graphic organizers • Notebooks • Index cards • Computer

Content Area: ELL	Grade Level: First and Second
Unit Title: Healthy Habits	
<p>Interdisciplinary Connections: English Language Arts Connections Writing NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJLSA.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. NJLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJLSA.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 NJLSA.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. NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJLSA.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 NJLSA.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. NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. NJLSA.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. NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. NJLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Health and Physical Education Connections 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and Innovation Skills <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Manage Goals and Time ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions 	<ul style="list-style-type: none"> • Life and Career Skills <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility

<ul style="list-style-type: none"> ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively 	<ul style="list-style-type: none"> ▪ 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

Unit 4 Title: Healthy Habits	Grade Level: First and Second	Time Frame: March – April
<p>Standard: WIDA ELD Standard 1: Social and Instructional Language – ELLs communicate for Social and Instructional purposes within the school setting WIDA ELD Standard 4: The Language of Science– ELLs communicate for information, ideas, and concepts necessary for academic success in the content area of Science</p>		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> Students will be able to understand language related to food and what are considered healthy habits 	<p>Essential Questions:</p> <ul style="list-style-type: none"> Which healthy habits will help me to make better food decisions in my home and in the outside world? 	
<p>Cumulative Progress Indicators: At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> Pictorial or graphic representation of the language of story genres Words, phrases, or chunks of language when presented with directions WH- questions or statements with visual support General language related to story genres; phrases or short sentences; <ul style="list-style-type: none"> specific language related to story genres; expanded sentences in oral interaction or written paragraphs 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 <ul style="list-style-type: none"> occasional visual and graphic support 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 	<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> Vocabulary related to food and healthy habits Match names of foods to pictures Name places to buy foods Name foods eaten at breakfast, lunch, dinner How to follow/write a recipe How to sequence a recipe Sort vegetables and fruits 	
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> Social/Instructional Language – TPR, music, chants, games Literacy – phonics, phonemic awareness, concepts of print, TPR cards, high-frequency words, comprehension strategies Writing – personal response, shared writing, independent writing Math – count money; survey and graph students’ favorite foods Science – states of matter 		

Assessments:

- Unit test
- Oral participation in songs, chants, games
- Draw and label a family tree using pictures/words/sentences
- Written assignments
- Workbook pages

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

- Follow modeled, one-step oral directions (e.g., “Find a pencil.”)
- Point to real-life objects reflective of content-related vocabulary or oral statements
- Mimic gestures or movement associated with statements (e.g., “This is my left hand.”)

Level 2

- Carry out two- to three step oral commands (e.g., “Take out your science book. Now turn to page 25.”)
- Locate objects described orally

Level 3

- Follow modeled multi-step oral directions
- Classify objects according to descriptive oral statements

Level 4

- Locate objects, figures, places based on visuals and detailed oral descriptions

Level 5

- Apply ideas from oral discussions to new situations

Speaking**Level 1**

- Repeat simple words, phrases, and memorized chunks of language
- Identify and name everyday objects

Level 2

- Repeat facts or statements
- Describe what people do from action pictures (e.g., jobs of community workers)

Level 3

- Ask questions of a social nature
- Express feelings (e.g., “I’m happy because...”)

Level 4

- Ask questions for social and academic purposes
- Participate in class discussions on familiar social and academic topics

Level 5

- Use academic vocabulary in class discussions and express ideas with example

Reading**Level 1**

- Identify symbols, icons, and environmental print
- Match real-life familiar objects to labels

Level 2

- Identify and interpret pre-taught labeled diagrams
- Match voice to print by pointing to icons, letters, or illustrated words

Level 3

- Make text-to-self connections with prompting
- Match phrases and sentences to pictures

Level 4

- Put words in order to form sentences
- Follow sentence-level directions

Writing**Level 1**

- Copy written language
- Communicate through drawings
- Label familiar objects or pictures

Level 2

- Complete modeled sentence starters (e.g., “I like ____.”)
- Describe people, places, or objects from illustrated examples and models

Level 3

- Engage in prewriting strategies (e.g., use of graphic organizers)
- Give content-based information using visuals or graphics

Level 4

Level 5

- Begin using features of non-fiction text to aid comprehension
- Identify main ideas

- Produce original sentences
- Use classroom resources (e.g., picture dictionaries to compose sentences
- Compose journal entries about personal experiences

Level 5

- Create a related series of sentences in response to prompts
- Produce content-related sentences

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
- Bilingual and/or English Dictionary

- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer

Content Area: ELL	Grade Level: First and Second
Unit Title: Seasons and Weather	
<p>Interdisciplinary Connections: English Language Arts Connections: Writing NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJLSA.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. NJLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJLSA.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 NJLSA.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. NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJLSA.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</p> <p>Speaking and Listening NJLSA.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. NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. NJLSA.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. NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. NJLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Science Connection:</p> <ul style="list-style-type: none"> ● 1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year 	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> ● Global Awareness <p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Learning and Innovation Skills <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving 	<ul style="list-style-type: none"> ● Life and Career Skills <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills

<ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy ▪ Apply Technology Effectively 	<ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit 5 Title: Seasons and Weather	Grade Level: First and Second	Time Frame: May
Standard: WIDA ELD Standard 1: Social and Instructional Language – ELLs communicate for Social and Instructional purposes within the school setting WIDA ELD Standard 4: The Language of Science– ELLs communicate for information, ideas, and concepts necessary for academic success in the content area of Science		
Enduring Understanding: <ul style="list-style-type: none"> Students will be able to identify and describe the four seasons and various weather conditions 	Essential Questions: <ul style="list-style-type: none"> How can I describe the weather changes that I notice every day? 	
Cumulative Progress Indicators: At the given level of English language proficiency, ELLs will process, understand, produce or use: <ul style="list-style-type: none"> Pictorial or graphic representation of the language of story genres Words, phrases, or chunks of language when presented with directions WH- questions or statements with visual support General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs 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 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 	Knowledge and Skills: <ul style="list-style-type: none"> Vocabulary related to weather Name and describe the four seasons Describe various weather conditions Match weather and season words to pictures Match clothing to correct weather conditions 	
Suggested Tasks and Activities: <ul style="list-style-type: none"> Social/Instructional Language – TPR, music, chants, games Literacy – phonics, phonemic awareness, concepts of print, TPR cards, high-frequency words, comprehension strategies 		

- Writing – personal response, shared writing, independent writing
- Math – count pairs (mittens, boots, sandals, etc.); survey and graph students’ favorite seasons

Assessments:

- Unit test
- Oral participation in songs, chants, games
- Four seasons poster and/book with pictures/words/phrases/sentences
- Written assignments
- Workbook pages

Demonstration of Learning

Listening

Level 1

- Follow modeled, one-step oral directions (e.g., “Find a pencil.”)
- Point to real-life objects reflective of content-related vocabulary or oral statements
- Mimic gestures or movement associated with statements (e.g., “This is my left hand.”)

Level 2

- Carry out two- to three step oral commands (e.g., “Take out your science book. Now turn to page 25.”)
- Locate objects described orally

Level 3

- Follow modeled multi-step oral directions
- Classify objects according to descriptive oral statements

Level 4

- Locate objects, figures, places based on visuals and detailed oral descriptions

Level 5

- Apply ideas from oral discussions

Speaking

Level 1

- Repeat simple words, phrases, and memorized chunks of language
- Identify and name everyday objects

Level 2

- Repeat facts or statements
- Describe what people do from action pictures (e.g., jobs of community workers)

Level 3

- Ask questions of a social nature
- Express feelings (e.g., “I’m happy because...”)

Level 4

- Ask questions for social and academic purposes
- Participate in class discussions on familiar social and academic topics

Level 5

- Use academic vocabulary in class discussions and express ideas with examples

<p>Reading</p> <p><u>Level 1</u></p> <ul style="list-style-type: none"> • Identify symbols, icons, and environmental print • Match real-life familiar objects to labels <p><u>Level 2</u></p> <ul style="list-style-type: none"> • Identify and interpret pre-taught labeled diagrams • Match voice to print by pointing to icons, letters, or illustrated words <p><u>Level 3</u></p> <ul style="list-style-type: none"> • Make text-to-self connections with prompting • Match phrases and sentences to pictures <p><u>Level 4</u></p> <ul style="list-style-type: none"> • Put words in order to form sentences • Follow sentence-level directions <p><u>Level 5</u></p> <ul style="list-style-type: none"> • Begin using features of non-fiction text to aid comprehension • Identify main ideas 	<p>Writing</p> <p><u>Level 1</u></p> <ul style="list-style-type: none"> • Copy written language • Communicate through drawings • Label familiar objects or pictures <p><u>Level 2</u></p> <ul style="list-style-type: none"> • Complete modeled sentence starters (e.g., "I like ____.") • Describe people, places, or objects from illustrated examples and models <p><u>Level 3</u></p> <ul style="list-style-type: none"> • Engage in prewriting strategies (e.g., use of graphic organizers) • Give content-based information using visuals or graphics <p><u>Level 4</u></p> <ul style="list-style-type: none"> • Produce original sentences • Use classroom resources (e.g., picture dictionaries to compose sentences) • Compose journal entries about personal experiences <p><u>Level 5</u></p> <ul style="list-style-type: none"> • Create a related series of sentences in response to prompts • Produce content-related sentences
<p>Tech Integration: SmartBoard, online picture dictionary, online language translator</p>	
<p>Resources:</p> <ul style="list-style-type: none"> • Spotlight on English Teacher's Guide • SoE supplemental materials • SoE Class CD • Spotlight Online • Picture cards • Bilingual and/or English Dictionary 	<ul style="list-style-type: none"> • Manipulatives • Graphic organizers • Notebooks • Index cards • Computer

Content Area: ELL	Grade Level: First and Second
Unit Title: Animals	
<p>Interdisciplinary Connections: English Language Arts Connections Writing</p> <p>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</p> <p>Speaking and Listening</p> <p>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. 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.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving 	<ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills

<ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy ▪ Apply Technology Effectively 	<ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ 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

Unit 6 Title: Animals	Grade Level: First and Second	Time Frame: June
<p>Standard: WIDA ELD Standard 1: Social and Instructional Language – ELLs communicate for Social and Instructional purposes within the school setting WIDA ELD Standard 4: The Language of Science– ELLs communicate for information, ideas, and concepts necessary for academic success in the content area of Science</p>		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will be able to identify animals, their characteristics, and habitats 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What characteristics distinguish animals from one another? 	
<p>Cumulative Progress Indicators: At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> • Pictorial or graphic representation of the language of story genres • Words, phrases, or chunks of language when presented with directions • WH- questions or statements with visual support • General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs • 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 • 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 	<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Vocabulary related to animals, their characteristics, and environment • Discuss animal characteristics • Identify animal sounds • Name baby animals • Descriptive adjectives • Compare/contrast animals, characteristics, and habitats 	

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 – personal response, descriptive writing, independent writing
- Math – weight and size; survey and graph students’ favorite animals
- Social Studies – responsible pet care
- Science – life cycles

Assessments:

- Unit test
- Oral participation in songs, chants, games
- Four seasons poster and/book with pictures/words/phrases/sentences
- Written assignments
- Workbook pages

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

- Follow modeled, one-step oral directions (e.g., “Find a pencil.”)
- Point to real-life objects reflective of content-related vocabulary or oral statements
- Mimic gestures or movement associated with statements (e.g., “This is my left hand.”)

Level 2

- Carry out two- to three step oral commands (e.g., “Take out your science book. Now turn to page 25.”)
- Locate objects described orally

Level 3

- Follow modeled multi-step oral directions
- Classify objects according to descriptive oral statements

Level 4

- Locate objects, figures, places based on visuals and detailed oral descriptions

Level 5**Speaking****Level 1**

- Repeat simple words, phrases, and memorized chunks of language
- Identify and name everyday objects

Level 2

- Repeat facts or statements
- Describe what people do from action pictures (e.g., jobs of community workers)

Level 3

- Ask questions of a social nature
- Express feelings (e.g., “I’m happy because...”)

Level 4

- Ask questions for social and academic purposes
- Participate in class discussions on familiar social and academic topics

Level 5

- Use academic vocabulary in class discussions
- Express and support ideas with examples

<ul style="list-style-type: none"> • Apply ideas from oral discussions to new situations <p>Reading</p> <p><u>Level 1</u></p> <ul style="list-style-type: none"> • Identify symbols, icons, and environmental print • Match real-life familiar objects to labels <p><u>Level 2</u></p> <ul style="list-style-type: none"> • Identify and interpret pre-taught labeled diagrams • Match voice to print by pointing to icons, letters, or illustrated words <p><u>Level 3</u></p> <ul style="list-style-type: none"> • Make text-to-self connections with prompting • Match phrases and sentences to pictures <p><u>Level 4</u></p> <ul style="list-style-type: none"> • Put words in order to form sentences • Follow sentence-level directions <p><u>Level 5</u></p> <ul style="list-style-type: none"> • Begin using features of non-fiction text to aid comprehension • Identify main ideas 	<p>Writing</p> <p><u>Level 1</u></p> <ul style="list-style-type: none"> • Copy written language • Communicate through drawings • Label familiar objects or pictures <p><u>Level 2</u></p> <ul style="list-style-type: none"> • Complete modeled sentence starters (e.g., “I like ____.”) • Describe people, places, or objects from illustrated examples and models <p><u>Level 3</u></p> <ul style="list-style-type: none"> • Engage in prewriting strategies (e.g., use of graphic organizers) • Give content-based information using visuals or graphics <p><u>Level 4</u></p> <ul style="list-style-type: none"> • Produce original sentences • Use classroom resources (e.g., picture dictionaries to compose sentences • Compose journal entries about personal experiences <p><u>Level 5</u></p> <ul style="list-style-type: none"> • Create a related series of sentences in response to prompts • Produce content-related sentences
<p>Tech Integration: SmartBoard, online picture dictionary, online language translator</p>	
<p>Resources:</p> <ul style="list-style-type: none"> • Spotlight on English Teacher’s Guide • SoE supplemental materials • SoE Class CD • Spotlight Online • Picture cards • Bilingual and/or English Dictionary 	<ul style="list-style-type: none"> • Manipulatives • Graphic organizers • Notebooks • Index cards • Computer