



LESTER C. NOECKER SCHOOL
ROSELAND SCHOOL DISTRICT

ESL Curriculum

Grade 1

Lester C. Noecker School



Course Overview

The ELL program at the K-6 level offers students a minimum of 30 minutes of instruction with an ELL teacher on a daily basis. This instruction enables the student to progress through the different levels of language proficiency by using various teaching methodologies which include a holistic approach to reading and writing, teaching through content, and the development of critical skills in all domains of language through an emphasis on authentic meaning and language function.

As part of the content driven curriculum, instruction is based on vocabulary with an infusion of the necessary grammatical structures to follow a logical progression of second language acquisition. All instruction is aligned to the student's needs and tailored to the student's language proficiency.

New Jersey's English Language Proficiency Standards, the WIDA Standards, address the knowledge and skills needed by English Language Learners (ELLs) (also known as limited English proficient/LEP students) in grades K through 6 to succeed linguistically and in academic content areas. They reflect the social and academic language expectations of ELLs in grades K-6.

The WIDA Can Do Philosophy reflects the foundational belief that everyone brings valuable contributions to everything they do. Linguistically and culturally diverse learners, in particular, bring a unique set of assets that have the potential to enrich the experiences of all learners and educators.

As young children and students learn additional languages, educators can draw on their assets for the benefit of both the learners themselves and for everyone in the community. By focusing on what language learners can do, we send a powerful message that students from diverse backgrounds enrich our early childhood program and K-6 school.

WIDA believes that multilingual students bring linguistic, cultural, experiential and social and emotional assets not only to the classroom, but to the larger community as well. Some of these assets may be immediately contributed, while others represent future potential. Whenever possible, WIDA promotes the Can-Do Philosophy beyond our organization and into the educational systems and organizations with whom we interact. Students are assessed using a state recommended standardized screening tool in order to determine eligibility and placement. The students' proficiency is tested again in the spring using the state mandated ACCESS test. The results of this test will determine the student's level of proficiency and whether the student is ready to be mainstreamed.

The ESL curriculum is an integrated framework that is designed to prepare English language learners (ELLs) to meet the WIDA English Language Proficiency Standards and the Common

Core State Standards. It incorporates the development of skills in the language/literacy components (listening, speaking, reading, writing, viewing and media literacy), and the utilization of these skills across content areas.

The format is used to enable educators to visualize the developmental nature of language acquisition across language proficiency.

levels. The combined frameworks for large scale assessment and classroom instruction and assessment appear as rubrics in the matrices.

The curriculum is developed based on the four language domains that include Listening, Speaking, Reading, and Writing. The grade level clusters (K, 1, 2-3, 4-6) are indicated at the top of the page. The learning outcomes are examples of observable, measurable language behaviors that English language learners can be expected to demonstrate as they engage in classroom tasks.

GOALS

- English language learners communicate in English for social and instructional purposes within the school setting.
- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.
- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.
- English language learners participate in a program that fulfills each individual's needs and abilities; emphasis is on the whole student, addressing cognitive, social, emotional and physical aspects of each individual.

- English language learners will engage in listening, speaking, reading and writing activities in which they process, understand, interpret, and evaluate spoken language in a variety of situations, and communicate for an array of purposes and audiences.

- English language learners will process, interpret and evaluate written language, symbols and text with understanding and fluency, and engage in written communication in a variety of forms for an array of purposes and audiences.

Scope and Sequence

Month	Unit - Topic
September	Pre-Unit & Assessments
October-November	Unit 1 - All About Me
December - February	Unit 2 - Telling Stories

FEBRUARY - MARCH - ACCESS 2.0 Testing

March - April	Unit 3 - Plants and Living Things
May - June	Unit 4 - Different Ways to Play

WIDA English Language Development Standards

WIDA ELD Standards	Abbreviation	Standard
Standard 1	Social and Instructional Language	English language learners communicate for social and instructional purposes within the school setting.
Standard 2	Language of Language Arts	English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
Standard 3	Language of Mathematics	English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
Standard 4	Language of Science	English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
Standard 5	Language of Social Studies	English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

The Features of Academic Language in the WIDA Standards

The Features of Academic Language operate within sociocultural contexts for language use.

Dimension	Performance Criteria Features	Features
Discourse	Linguistic Complexity (Quantity and variety of oral and written text)	<ul style="list-style-type: none"> • Amount of speech/written text • Structure of speech/written text • Density of speech/written text • Coherence and cohesion of ideas • Variety of sentence types to form organized text
Sentence	Language Forms and Conventions (Types, array, and use of language structures)	<ul style="list-style-type: none"> • Types and variety of grammatical constructions • Mechanics of sentence types • Fluency of expression • Match language forms to purposes/perspectives • Formulaic and idiomatic expressions
Word/Phrase	Vocabulary Usage (Specificity of word or phrase choice)	<ul style="list-style-type: none"> • General, specific, and technical language • Multiple meanings of words and phrases • Nuances and shades of meaning • Collocations and idioms

Academic Language

Academic Language is divided into three tiers depending on the student's ELP. Each unit or lesson includes academic vocabulary across all tiers that support academic language acquisition and its use through all four domains of language acquisition.

Tier 1	Most common, basic words used in everyday language
Tier 2	High-frequency words and multiple-meaning words across the content areas. These words are often used more commonly in written texts than in common conversation
Tier 3	Low frequency words that are used in specific content areas or domains. These are technical words that are content/subject specific.

English Language Proficiency Descriptors

Level	Students at this proficiency level can...
Beginning	<ul style="list-style-type: none"> ● Comprehend some key points of teacher explanations, if supported with visuals, gestures, and other scaffolds ● Use basic social language to participate in simple face-to-face conversations ● Read brief grade-level texts with simple sentences and familiar vocabulary, supported by graphics or pictures ● Write or use familiar vocabulary in everyday contexts
Developing	<ul style="list-style-type: none"> ● Comprehend most key points of teacher explanations with moderate support ● Express a variety of personal needs, ideas, and opinions in simple sentences ● Read and comprehend simple sentences independently and more complex text supported by graphics or pictures ● Write expanded sentences with learned vocabulary
Expanding/Bridging	<ul style="list-style-type: none"> ● Comprehend almost all key points of teacher explanations with minimal support ● Participate in academic conversations in expanded sentences with moderate support ● Read increasingly complex grade-level text while relying on prior knowledge and context to gain meaning ● Write to meet increasingly complex academic purposes with support

Accommodations and Modifications used in the ELL Classroom

This list includes the accommodations and modifications commonly used to address the needs of ELL students with disabilities (Special Education and 504).

<p><u>Content/Material</u> Accommodations/Modifications Allow extra time for task completion</p>	<p><u>Organizational Accommodations</u> Use a consistent daily routine Break down tasks into manageable units</p>
<p><u>Instructional Accommodations</u> Frequently check for understanding Emphasize use of visual aids Simplify task directions Provide hands-on learning activities Provide modeling Assign peer buddies Modify pace of instruction to allow additional processing time Provide small group instruction Demonstrate directions and provide a model or example of completed task Emphasize multi-sensory presentation of data Allow for repetition and/or clarification of directions, as needed Directions repeated, clarified or reworded Provide multi-sensory instruction Allow wait time for processing before calling on student for response Provide visual models of completed tasks</p>	<p><u>Accommodations for Attention/Focus</u> Seat student near front of room Preferential seating Monitor on-task performance Establish and maintain eye contact when giving oral directions Provide short breaks when refocusing is needed Refocusing and redirection <u>Supplemental Services</u> 1:1 Assistant Prompting, cueing and redirecting student participation Reinforcing of personal, social, behavioral and academic learning goals.</p>
<p><u>Social/Behavioral Accommodations</u> Provide opportunities for peer interactions Encourage student to self-advocate Present alternatives to negative behavior Monitor for overload, excess stimuli Maintain communication with home Provide positive reinforcement Provide consistent praise to elevate self</p>	

esteem Model and role play problem solving	
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Pre-Unit

Introduction and Assessments

Summary and Rationale
In this unit, students will focus on survival English to ensure that they are able to communicate basic needs within the school and in the community. New students will be assessed for their eligibility to qualify for the ESL program. Eligible students will be placed and scheduled into the program based on grade and/or proficiency level. Pre-assessments will take place during this time.
Recommended Pacing: 3-4 weeks
Standards: WIDA/ELD: Standard 1: English language learners communicate for social and instructional purposes within the school setting.

Instructional Focus

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Some language is social language (BICs) and other language is academic (CALPS). • Every class has a routine and rules. • There is some language that will help me communicate better with my peers and teachers. 	<ul style="list-style-type: none"> • What is the difference between academic and social language and how do we utilize each? • What are the routines and rules for each class? • How can I communicate effectively and clearly with my peers and teachers?
Language Differentiations	Suggested Academic Language
Students may be in groups of varying proficiency levels. In these groups, teachers will provide activities that encourage students to participate in all domains of language acquisition at a level that is appropriate to them based on the ELP indicators on p. 3	Academic language includes discipline-specific content vocabulary, grammar and punctuation, and language conventions specific to a content area. Each unit includes academic language by tiers (as seen in Fig. 1.4) depending on students' English language proficiency

Objectives

Students will know:	Students will be able to:
<ul style="list-style-type: none"> • That some language is used socially and other language is used academically. 	

- That each classroom has a routine and rules

- Differentiate between social and academic language and use each in the appropriate setting.
- Follow class routines and rules

Evidence of Learning

Students will be assessed using multiple criteria across domains of language acquisition. Students will demonstrate learning throughout lessons and units of study varying by proficiency level and grade cluster using the following at the appropriate times.

Unit 1

All About Me

Summary and Rationale

In this unit students will be introduced to All About Me and the vocabulary necessary for describing themselves, the five senses, body parts, and food. Students will be provided with the opportunity to share personal information as they get to know more about one another and their teachers. These language features will be reinforced throughout the year as students become more comfortable with the language. Also appropriate in this unit, will be an introduction to the various holidays that take place throughout the unit (Oct.-Nov.). Also, occurring regularly throughout each of the units, phonics skills will be reinforced. This may be done in tandem with the students' regular language arts class.

Recommended pacing: 8-10 weeks

Standards

WIDA/ELD:

- Standard 1: English language learners communicate for social and instructional purposes within the school setting.
- Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
- Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
- Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
- Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

ELA Connections to Standards

Reading Strategies

- Identify main ideas and details that support main ideas.
- Understand features of different genres (informational, personal narrative, fiction)
- Determine meanings of words and phrases.
- Ask and answer questions to demonstrate understanding of a text.
- Use information gained from illustrations and words to demonstrate understanding of the text.
- Find the main topic
- Retell key details
- Tell the connection between two events, individuals, ideas, or piece of information
- Understand text features
- Use text features to find facts and information in a text
- Use illustrations and details to tell about key ideas
- Identify reasons author gives to support points in a text
- Identify how two texts are similar and different
- Recognize and read irregularly spelled words
- Understand the parts of a story

- Understand features of different genres (informational, literary, personal narrative)
- Describe connections between characters, events, and ideas in a story
- Understand sequence of events in a story

Writing Focus

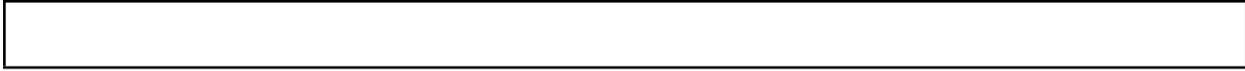
- Use end punctuation correctly
- Use descriptive language in paragraph form
- Write about one of the five senses
- Write informative/explanatory text to tell about one of the senses
- Use personal, possessive, and indefinite pronouns
- Use commas correctly with a list of items
- Recognize and use capitalization
- Develop a topic
- Use simple and compound sentences
- Capitalize proper nouns
- Use details in writing
- Use digital tools to produce and publish writing
- Write about an opinion and support it with reasons

Speaking and Listening

- Follow directions.
- Ask and answer questions to demonstrate understanding of a text.
- Participate in conversations.
- Read prose orally with accuracy and fluency to support comprehension.
- Respond to comments of others in conversations
- Ask questions to clarify confusion about topics or texts being discussed
- Use language to describe people, places, and events in detail
- Use complete sentences
- Read grade-level text aloud with accuracy and fluency
- Describe characters, plot, setting, and theme of a story

Grammar and English Conventions

- Use language and its conventions when writing.
- Use capitalization correctly.
- Use end punctuation correctly.
- Use commas to separate single words in a series of items.
- Print uppercase and lowercase letters.
- Use personal, possessive, and indefinite pronouns.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns.
- Use verbs to tell about the past, present, and future.
- Use adjectives correctly
- Use determiners and conjunctions
- Use pronouns correctly
- Use commas correctly



Instructional Focus

Enduring Understandings	Essential Questions
<ul style="list-style-type: none">● Knowing my own personal information is important in daily life.● My five senses can help me explore and learn about me.● The senses are connected to different body parts and have different functions.● Paragraph writing has a form and function.● The senses are used to describe.● Informational text gives information.● My bones are an important part of my body.● A news story using WH words to get information.● Food is an important part of my life.● We eat different meals at different times of the day.● The main idea is the most important idea in a text.● My knowledge of language and its conventions will help me use the language.● Different reading strategies will help me understand a text.● Every culture has special days, holidays and traditions.	<ul style="list-style-type: none">● How can I use my personal information in daily life? What are my five senses and how do they help me understand?● How are the senses and body parts connected and what are their purposes?● What is the form and function of a paragraph?● How can I use my five senses to describe when communicating in spoken and written English?● How is an informational text different from other text?● Why are bones important to the body?● Why are WH words important when writing a news story?● Why is food important?● What meals do we eat at different times of the day?● Why is the main idea important?● What language conventions will help me to be better understood and understand?● What reading strategies will help me better understand a text?● How are special days and holidays celebrated?
Language Differentiations	Suggested Academic Language
Students may be in groups of varying proficiency levels. In these groups, teachers will provide activities that encourage students to participate in all domains of language acquisition at a level that is appropriate to them based on the ELP indicators on p. 3	Academic language includes discipline-specific content vocabulary, grammar and punctuation, and language conventions specific to a content area. Each unit includes academic language by tiers (as seen in Fig. 1.4) depending on students' English language proficiency

Objectives

Students will know:	Students will be able to:
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<ul style="list-style-type: none"> ● Main Idea ● Commas ● Descriptive Paragraph ● Text Features ● Antonyms ● News Story ● Parts of a Story ● Pronouns ● Story ● Knowledge of language and its conventions will help me use the language. ● Different reading strategies will help me understand a text. ● Every culture has special days, holidays and traditions 	<ul style="list-style-type: none"> ● Identify the main idea of the story. ● Use commas when listing three or more things. ● Develop a descriptive paragraph. ● Identify text features within a text. ● Identify words that have opposite meanings ● Understand why we have news stories. ● Identify the parts of a story. ● Use the proper pronouns during discussion or writing. ● Tell a story ● Understand different language conventions ● Understand how to use different reading strategies ● Identify holidays and traditions celebrated
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Evidence of Learning

<p>Students will be assessed using multiple criteria across domains of language acquisition. Students will demonstrate learning throughout lessons and units of study varying by proficiency level and grade cluster using the following at the appropriate times:</p> <ul style="list-style-type: none"> ● Reading, writing, speaking, and listening tasks ● Turn and talks ● Checks for understanding (visual/gestures) ● Oral discussions with sentence frames ● Cloze exercises ● Written and oral exit tickets ● Summative unit assessments ● Quizzes to evidence comprehension
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Unit 2

Telling Stories

Summary and Rationale

In this unit students will be introduced to several genres of fiction and nonfiction texts and writing styles. In conjunction with the passages, vocabulary necessary for communicating about them will be taught. Throughout this unit of study, students will be able to give and support opinions, compare and contrast using various organizers, as well as cause and effect. These language features will be reinforced throughout the year as students become more comfortable with the language. Also appropriate in this unit, will be an introduction to the various holidays that take place throughout the unit (Nov.-Dec.). Also, occurring regularly throughout each of the units, phonics skills will be reinforced.

Recommended pacing: 8-10 weeks

Standards

WIDA/ELD:

- Standard 1: English language learners communicate for social and instructional purposes within the school setting.
- Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
- Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
- Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
- Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

ELA Connections to Standards

Reading Strategies

- Identify main ideas and details that support main ideas.
- Understand features of different genres (informational, personal narrative, fiction)
- Determine meanings of words and phrases.
- Ask and answer questions to demonstrate understanding of a text.
- Use information gained from illustrations and words to demonstrate understanding of the text.
- Find the main topic
- Retell key details
- Tell the connection between two events, individuals, ideas, or piece of information
- Understand text features
- Use text features to find facts and information in a text
- Use illustrations and details to tell about key ideas
- Identify reasons author gives to support points in a text
- Identify how two texts are similar and different
- Recognize and read irregularly spelled words
- Understand the parts of a story

- Ask and answer questions about details in a text
- Describe characters and explain how their actions contribute to a sequence of events
- Understand words and their meanings and their context
- Identify words and phrases that tell about feelings or appeal to the senses
- Identify parts of a story

Writing Focus

- Use end punctuation correctly
- Use pronouns correctly
- Write about a favorite story
- Give reasons to support an opinion
- Recognize and use capitalization
- Use simple and compound sentences
- Use commas correctly with a list of items
- Use a variety of sentences, such as interrogative, imperative, and exclamatory
- Recognize and use capitalization
- Develop a topic
- Use simple and compound sentences
- Capitalize proper nouns
- Use details in writing
- Use digital tools to produce and publish writing
- Write narratives that tell about two or more events in sequence

Speaking and Listening

- Follow directions.
- Ask and answer questions to demonstrate understanding of a text.
- Participate in conversations.
- Read prose orally with accuracy and fluency to support comprehension.
- Respond to comments of others in conversations
- Ask questions to clarify confusion about topics or texts being discussed
- Use language to describe people, places, and events in detail
- Use complete sentences
- Read grade-level text aloud with accuracy and fluency

Grammar and English Conventions

- Use language and its conventions when writing.
- Use capitalization correctly.
- Use end punctuation correctly.
- Use *is* and *are* correctly
- Print uppercase and lowercase letters.
- Use personal, possessive, and indefinite pronouns.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns.
- Use verbs to tell about the past, present, and future.
- Use adjectives correctly

- Use determiners and conjunctions
- Use pronouns correctly
- Use commas correctly

Instructional Focus

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Different genres of stories have a unique purpose. ● We formulate opinions and use details to support them ● I understand that using different reading strategies will help me understand a text. ● Journal entries help me to develop language skills ● My knowledge of language and its conventions will help me use the language. ● Different reading strategies will help me understand a text. ● Every culture has special days, holidays and traditions. 	<ul style="list-style-type: none"> ● What are the different genres of stories and what are the purposes of each? ● How do we support our opinions? ● What reading strategies will help me better understand a text? How does writing in a journal help me to develop language skills? ● What language conventions will help me to be better understood and to understand? ● What reading strategies will help me better understand a text? ● How are special days and holidays celebrated?
Language Differentiations	Suggested Academic Language
<p>Students may be in groups of varying proficiency levels. In these groups, teachers will provide activities that encourage students to participate in all domains of language acquisition at a level that is appropriate to them based on the ELP indicators on p. 3</p>	<p>Academic language includes discipline-specific content vocabulary, grammar and punctuation, and language conventions specific to a content area. Each unit includes academic language by tiers (as seen in Fig. 1.4) depending on students' English language proficiency</p>

Objectives

<p>Students will know:</p> <ul style="list-style-type: none"> ● Compare and Contrast ● Subject and Verb agreement (is and are) ● Opinion ● Cause and Effect ● Conjunctions ● Every culture has special days, holidays and traditions. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Arrange events in order from first to last. ● Identify capital letters and punctuation marks. ● Compare and Contrast different things ● Identify subject and verb agreement in a sentence ● Form opinions about different topics
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	<ul style="list-style-type: none"> ● Identify cause and effect ● Identify conjunctions in a sentence ● Keep a journal of events ● Diary/Journal Entry ● Sequence ● Past Tense Verbs ● Parts of a Story ● Knowledge of language and its conventions will help me use the language. ● Different reading strategies will help me understand a text. ● Every culture has special days, holidays and traditions. ● Arrange events in order from first to last ● Identify past tense verbs ● Discuss and retell a story ● Understand different language conventions. ● Understand how to use different reading strategies. ● Identify holidays and traditions celebrated
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Evidence of Learning

<p>Students will be assessed using multiple criteria across domains of language acquisition. Students will demonstrate learning throughout lessons and units of study varying by proficiency level and grade cluster using the following at the appropriate times:</p> <ul style="list-style-type: none"> ● Reading, writing, speaking, and listening tasks ● Turn and talks ● Checks for understanding (visual/gestures) ● Oral discussions with sentence frames ● Cloze exercises ● Written and oral exit tickets ● Summative unit assessments ● Quizzes to evidence comprehension
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Unit 3

Plants and Living Things

Summary and Rationale

In this unit, students will study living things and their life cycles. Students will learn about the parts of the plant and their functions, the different types of plants, seasons, and other related information. They will continue to build their understanding of the main idea, cause and effect, as well as, the author's point of view. In order to reinforce writing skills, students will be asked to produce different forms of writing. Also appropriate in this unit, will be an introduction to the various holidays that take place throughout the unit (Dec.-Feb.). Also, occurring regularly throughout each of the units, phonics skills will be reinforced.

Recommended pacing: 8-10 weeks

Standards

WIDA/ELD:

- Standard 1: English language learners communicate for social and instructional purposes within the school setting.
- Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
- Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
- Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
- Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

ELA Connections to Standards

Reading Strategies

- Identify main ideas and details that support main ideas.
- Understand features of different genres (informational, personal narrative, fiction)
- Determine meanings of words and phrases.
- Ask and answer questions to demonstrate understanding of a text.
- Use information gained from illustrations and words to demonstrate understanding of the text.
- Find the main topic
- Retell key details
- Tell the connection between two events, individuals, ideas, or piece of information
- Understand text features
- Use text features to find facts and information in a text
- Use illustrations and details to tell about key ideas
- Identify reasons author gives to support points in a text
- Identify how two texts are similar and different
- Recognize and read irregularly spelled words
- Understand the parts of a story

- Ask and answer questions about details in a text
- Describe characters and explain how their actions contribute to a sequence of events
- Understand words and their meanings and their context
- Identify words and phrases that tell about feelings or appeal to the senses
- Identify parts of a story

Writing Focus

- Use end punctuation correctly
- Use pronouns correctly
- Write about a favorite story
- Give reasons to support an opinion
- Recognize and use capitalization
- Use simple and compound sentences
- Use commas correctly with a list of items
- Use a variety of sentences, such as interrogative, imperative, and exclamatory
- Recognize and use capitalization
- Develop a topic
- Use simple and compound sentences
- Capitalize proper nouns
- Use details in writing
- Use digital tools to produce and publish writing
- Write narratives that tell about two or more events in sequence

Speaking and Listening

- Follow directions.
- Ask and answer questions to demonstrate understanding of a text.
- Participate in conversations.
- Read prose orally with accuracy and fluency to support comprehension.
- Respond to comments of others in conversations
- Ask questions to clarify confusion about topics or texts being discussed
- Use language to describe people, places, and events in detail
- Use complete sentences
- Read grade-level text aloud with accuracy and fluency

Grammar and English Conventions

- Print uppercase and lowercase letters
- Use common, proper, and possessive nouns
- Use singular and plural nouns
- Use personal, possessive, and indefinite pronouns
- Use verbs to tell about the past, present, and future
- Use adjectives correctly
- Use determiners and conjunctions
- Use commas correctly

Instructional Focus

Language Differentiations	Suggested Academic Language
Students may be in groups of varying proficiency levels. In these groups, teachers will provide activities that encourage students to participate in all domains of language acquisition at a level that is appropriate to them based on the ELP indicators on p. 3	Academic language includes discipline-specific content vocabulary, grammar and punctuation, and language conventions specific to a content area. Each unit includes academic language by tiers (as seen in Fig. 1.4) depending on students' English language proficiency

Objectives

<p>Students will know:</p> <ul style="list-style-type: none"> ● Main idea and details ● Possessive Nouns ● Plan ● Cause and Effect ● Adjectives ● Letter ● Point of View ● Future Tense Verbs ● Diary/journal Entry ● Knowledge of language and its conventions will help me use the language. ● Different reading strategies will help me understand a text. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand what details support the main idea ● Identify possessive nouns ● Develop a plan for writing ● Identify cause and effect ● Identify adjectives in a passage ● Understand the parts of a letter ● Write a letter ● Understand/Identify the point of view of a character ● Identify future tense ● Document events in a journal ● Understand different language conventions ● Understand how to use different reading strategies
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Evidence of Learning

<p>Students will be assessed using multiple criteria across domains of language acquisition. Students will demonstrate learning throughout lessons and units of study varying by proficiency level and grade cluster using the following at the appropriate times:</p> <ul style="list-style-type: none"> ● Reading, writing, speaking, and listening tasks ● Turn and talks ● Checks for understanding (visual/gestures) ● Oral discussions with sentence frames ● Cloze exercises
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- Written and oral exit tickets
- Summative unit assessments
- Quizzes to evidence comprehension

Unit 4

Different Games and Activities

Summary and Rationale

In this unit, students will study a variety of games and activities. Students will write a how-to paragraph, give directions, write a plan, and continue to develop letter writing skills. They will continue to build their understanding of the main idea, sequence, as well as, compare and contrast. In order to reinforce writing skills, students will be asked to produce different forms of writing. Also appropriate in this unit, will be an introduction to the various holidays that take place throughout the unit (May-June). Also, occurring regularly throughout each of the units, phonics skills will be reinforced.

Recommended pacing: 8-10 weeks

Standards

WIDA/ELD:

- Standard 1: English language learners communicate for social and instructional purposes within the school setting.
- Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
- Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
- Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
- Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

ELA Connections to Standards

Reading Strategies

- Ask and answer questions about details in a text.
- Find the main topic.
- Retell key details.
- Tell the connection between two events, individuals, ideas, or pieces of information
- Make predictions.
- Understand text features.
- Use text features to find facts and information in a text.
- Use illustrations and details to tell about key ideas.
- Identify reasons the author gives to support points in a text.
- Recognize and read irregularly spelled words.
- Ask and answer questions to demonstrate understanding of a story.
- Understand the parts of a story.
- Find the main idea or theme Understand features of different genres (informational, literary, personal narrative).
- Determine meaning of words and phrases.
- Use information gained from illustrations and words to demonstrate understanding of a text.

- Describe connections between characters, events, and ideas in a story.
- Understand sequence of events in a story Compare and contrast two things.
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Writing Focus

- Develop a topic
- Use simple and compound sentences
- Use a variety of sentences, such as interrogative, imperative, and exclamatory
- Capitalize proper nouns
- Use end punctuation correctly
- Use details in writing
- Use digital tools to produce and publish writing
- Write informative and explanatory texts
- Use pronouns correctly
- Write a letter

Speaking and Listening

- Respond to comments of others in conversations.
- Ask questions to clarify confusion about topics or texts being discussed.
- Ask and answer questions about a text.
- Use language to describe people, places, and events in details.
- Use complete sentences.
- Read grade-level text aloud with accuracy and fluency.
- Understand language structure.
- Use language to clearly express ideas.
- Describe characters, plot, setting, point of view, and theme of story

Grammar and English Conventions

- Print uppercase and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns.
- Use personal, possessive, and indefinite pronouns.
- Use verbs to tell about the past, present, and future.
- Use adjectives correctly.
- Use determiners and conjunctions.
- Use prepositions correctly.
- Use commas correctly

Instructional Focus

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● There are different games with specific rules and objectives. How- to paragraphs give directions ● My knowledge of language and its 	<ul style="list-style-type: none"> ● How do I play different games? ● What is the purpose of a how-to paragraph? ● What reading strategies will help me better

<p>conventions will help me use the language.</p> <ul style="list-style-type: none"> ● I understand that using different reading strategies will help me understand a text. ● Journal entries help me to develop language skills ● My knowledge of language and its conventions will help me use the language. ● Different reading strategies will help me understand a text. ● Every culture has special days, holidays and traditions. 	<p>understand a text?</p> <p>How does writing in a journal help me to develop language skills?</p> <ul style="list-style-type: none"> ● What language conventions will help me to be better understood and to understand? ● What reading strategies will help me better understand a text? ● How are special days and holidays celebrated?
Language Differentiations	Suggested Academic Language
<p>Students may be in groups of varying proficiency levels. In these groups, teachers will provide activities that encourage students to participate in all domains of language acquisition at a level that is appropriate to them based on the ELP indicators on p. 3</p>	<p>Academic language includes discipline-specific content vocabulary, grammar and punctuation, and language conventions specific to a content area. Each unit includes academic language by tiers (as seen in Fig. 1.4) depending on students' English language proficiency</p>

Objectives

<p>Students will know:</p> <ul style="list-style-type: none"> ● Predictions ● Prepositions ● How-to ● Sequence ● Homophones ● Plan ● Compare and Contrast ● End Punctuation ● Letter writing ● Knowledge of language and its conventions will help me use the language 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand how to make a prediction ● Identify propositions in a passage ● Write or explain how-to do something ● Order events from first to last ● Identify and understand homophone words ● Create a plan for writing ● Compare and contrast objects ● Identify different end punctuation ● Write letters for different reasons ● Understand different language conventions ● Understand how to use different reading strategies
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Evidence of Learning

Students will be assessed using multiple criteria across domains of language acquisition. Students will demonstrate learning throughout lessons and units of study varying by proficiency level and grade cluster using the following at the appropriate times:

- Reading, writing, speaking, and listening tasks
- Turn and talks
- Checks for understanding (visual/gestures)
- Oral discussions with sentence frames
- Cloze exercises
- Written and oral exit tickets
- Summative unit assessments
- Quizzes to evidence comprehension