



LESTER C. NOECKER SCHOOL
ROSELAND SCHOOL DISTRICT

ESL Newcomer Curriculum

Grades K-6

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.

Who is considered a NEWCOMER?

Newcomers are students who enter school under the Entering and Beginner Levels as per the WIDA Model or Screener. These students will engage in the acquisition of survival English language and learning about the culture of the United States, the community they live in, and the school community.

Summary and Rationale

The Newcomer objectives shall serve as a guide for teachers with Entering/Beginner students at all levels K-6. They will include a focus on survival English to ensure that students are able to communicate basic needs within the school and in the community.

ELA Connections

Reading Strategies

- Determine meanings of words and phrases
- Recognize and pronounce initial vowel and consonant sounds
- Connect spoken words with written text
- Use information gained from illustrations and words to demonstrate understanding of the text

Writing Focus

- Use a combination of drawing, dictating, and writing to communicate

Speaking & Listening

- Follow directions
- Participate in conversations

Grammar and English Conventions

- Demonstrate an understanding of word relationships
- Correctly write and use the word *I*

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 <ul style="list-style-type: none"> • 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

ESL Benchmarks

The following ESL Benchmarks are based on the K-12 Common Core State Standards. They have been aligned to proficiency levels and are applied to all grade levels at Lester C. Noecker School.

Beginners: Proficiency Level I

I. Conventions of Standard English

Print upper all upper and lower case letters (1-12)

Use frequently occurring nouns and verbs

Form regular plural nouns by adding /s/ or /es/ orally and in writing (grade 1 and above)

Understand and use question words (who, what, where, when, etc.)

Use frequently occurring prepositions.

Use capitalization and punctuation when writing: (Capitalize the first word in a sentence, name and use end punctuation)

Spell simple words phonetically, drawing on sound-letter relationships.

Vocabulary Acquisition

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on proficiency appropriate reading and content.

a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

With guidance and support from adults, explore word relationships and nuances in word meanings.

a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

II. Listening and Speaking

Speak audibly and express thoughts, feelings, and ideas clearly.

Respond to choice questions in which an explanation is presented.

Communicate at the word level (with the appropriate supports such as illustrations and graphics) about content area topics using academic and domain specific vocabulary

Give personal information: first and last name, age, address and phone number
Initiate and respond to greetings
Name the days/months
Name letters of the alphabet
Give examples of rhyming words
Name numbers 1-100/common colors
Name parts of the body/clothing
Use single word responses to WH- ques. Answer yes/no, choice questions
Name common farm animals
Name objects in the home/school
Name common foods
Name members of the immediate family. Name buildings in a town, occupations.
Name words for simple activities
Tell and retell main idea of a story or experience/make predictions
Add drawings or other visual displays to descriptions as desired to provide additional detail.
Ask and answer questions at the word and phrase level about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

III. Reading Foundations

Print Concepts

1. Demonstrate an understanding of the organization and basic features of English language print:
 - a. Follow words left to right, top to bottom
 - b. recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. recognize and name all upper- and lower case letters of the alphabet .
 - e. Recognize the distinguishing features of a sentence (e.g., first word capitalization, end punctuation)

Phonological Awareness

- a. Demonstrate awareness of spoken words, syllables and sounds
- b. Recognize and produce rhyming words
- c. Orally produce single syllable words by blending sounds and consonant blends.
- d. isolate and pronounce initial medial vowel, and final sounds in single syllable words
- e. Segment spoken single-syllable words into their complete sequence of individual sounds.

Phonics and Word Recognition

Know and apply phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled high frequency words
- c. Know final –e and common vowel team conventions for representing long vowel sounds.
- d. Determine the number of syllables in a word.

Fluency: Read emergent level texts with purpose and understanding

IV. Reading Informational Texts and Literature

Guess intelligently at the topic of written messages when these are accompanied by illustrations.

With prompting and support, ask and answer questions about a text.

Name the author and title of a text.

Describe the illustrations in the text.

Engage in group reading activities with purpose and understanding.

V. Beginner Writing

Understand concepts of print.

Write the letters of the alphabet.

Write first name and last name.

Label pictures or graphs.

Use a combination of drawing, dictating, and writing to communicate messages.

Reproduce drawings or diagrams of known items or ideas used in class that explain how something works.

Accommodations and Modifications used in the ESL Classroom

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

<p>Content/Material Accommodations/Modifications Allow extra time for task completion</p>	<p>Organizational Accommodations 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 esteem Model and role play problem solving</p>	

Newcomer - Unit Planner

WIDA Proficiency Levels 1-2

Grades K-6

Unit 1 - Building Blocks

Lesson 1	Colors
Lesson 2	Shapes
Lesson 3	Numbers
Lesson 4	The Alphabet
Lesson 5	Time
Lesson 6	Days of the Week
Lesson 7	Months of the Year
Lesson 8	Weather
Lesson 9	Temperature
Lesson 10	Seasons

Unit 2 - All About Me

Lesson 11	Introducing Myself
Lesson 12	Greetings
Lesson 13	Goodbyes
Lesson 14	Address
Lesson 15	Phone Number
Lesson 16	Where I Am From
Lesson 17	My Family

Lesson 18	My Relatives
Lesson 19	How I Feel
Lesson 20	Important Questions and Statements

Unit 3 - My School

Lesson 21	The School Building
Lesson 22	People at the School
Lesson 23	My Classroom
Lesson 24	Classroom Objects
Lesson 25	Classroom Routines and Directions
Lesson 26	The Cafeteria
Lesson 27	Recess
Lesson 28	Field Trips
Lesson 29	School Activities
Lesson 30	School Safety

Unit 4 - My Classes

Lesson 31	My Grades
Lesson 32	Math
Lesson 33	Science
Lesson 34	Reading and Writing
Lesson 35	Social Studies
Lesson 36	Music
Lesson 37	Art
Lesson 38	Gym

Lesson 39	Library
Lesson 40	Computers

Unit 5-Health and Safety

Lesson 41	My Body
Lesson 42	Inside My Body
Lesson 43	Moving My Body
Lesson 44	Taking Care of My Body
Lesson 45	I Do Not Feel Well
Lesson 46	At the Doctor's Office
Lesson 47	At the Dentist's Office
Lesson 48	Safety Equipment
Lesson 49	Safety Symbols
Lesson 50	In an Emergency

Unit 6 - The Outdoors

Lesson 51	The Park
Lesson 52	Plants
Lesson 53	Backyard Animals
Lesson 54	Wild Animals
Lesson 55	On a Farm
Lesson 56	Farm Animals
Lesson 57	In the Forest
Lesson 58	At the Beach

Lesson 59 **In the Ocean**

Lesson 60 **In the Desert**

Unit 7 - Clothing and Shopping

Lesson 61 **Clothes**

Lesson 62 **More Clothes**

Lesson 63 **On My Feet**

Lesson 64 **Accessories**

Lesson 65 **Outerwear**

Lesson 66 **Parts of Clothing**

Lesson 67 **Getting Dressed**

Lesson 68 **In the Clothing Store**

Lesson 69 **United States Money**

Lesson 70 **Making Purchases**

Unit 8 - Food

Lesson 71 **Breakfast**

Lesson 72 **Lunch**

Lesson 73 **Dinner**

Lesson 74 **Snacks and Desserts**

Lesson 75 **Fruits**

Lesson 76 **Vegetables**

Lesson 77 **Making a Meal**

Lesson 78 **At the Table**

Lesson 79 **Table Manners**

Lesson 80 In a Restaurant

Unit 9 - My Home

Lesson 81 In a Home

Lesson 82 In the Kitchen

Lesson 83 In the Living Room

Lesson 84 In a Bedroom

Lesson 85 In the Bathroom

Lesson 86 In the Laundry Room

Lesson 87 My Pets

Lesson 88 My Chores

Lesson 89 A Family Party

Lesson 90 Holidays

Unit 10 - My community

Lesson 91 Places in My Community

Lesson 92 People in My Community

Lesson 93 Being a Good Citizen

Lesson 94 Going to the Bank

Lesson 95 Getting from Here to There

Lesson 96 Transportation

Lesson 97 Signs in My Community

Lesson 98 Community Events

Lesson 99 Traveling Far Away

Lesson 100 Entertainment

Unit 1 Building Blocks

Lesson 1 Colors

Vocabulary: black, blue, brown, green, orange, pink, purple, red, white, yellow

RAZ Kids ELL Edition:

Colorful Eggs (Level aa). Main idea/key details. Capitalization. Initial letter sound /p/

Fruit Colors (Level A). Classify information. Recognize end punctuation. Initial letter sound /p/

Bird Colors (Level A). Ask and answer questions. Main idea/key details. Initial letter sound /p/

I See My Colors (Level A). Visualizing. Identify setting. Initial consonant /p/

Mixing Colors (Level B). Connect to prior knowledge. Cause and effect. Initial letter sound /m/

Color Wheel Colors (Level F). Visualize. Author's Purpose. Syllables.

Sentence Stems:

What is your favorite color?

My favorite color is

What color are you wearing?

I am wearing

Lesson 2 Shapes

Vocabulary: shapes, circle, triangle, square, rectangle, diamond/rhombus, oval, heart, star

RAZ Kids ELL Edition:

Shapes in Nature (Level A). Visualize. Main idea/key details. Discriminate initial /h/ sound.

City Shapes (Level C). Visualize. Classify. Discriminate final consonant /s/. Declarative sentences.

Shadows (Level C). Compare and contrast. Identify initial consonant *ll* Recognize and use complete sentences. Antonyms.

Spiral, Spirals Everywhere (Level C). Visualize. Compare and contrast. Identify initial consonant /s/. Recognize and use periods. Alphabetical order.

Shapes in Tide Pools (Level E). Make, revise, and confirm predictions. Main idea/key details. Initial consonant digraph *sh*

Let's Make Shapes (Level J). Summarizing. Classifying.

The Ship of Shapes (Level J). Ask and answer questions. Cause and effect. Initial consonant digraph *sh*

Li's Tangram Animals (Level O). Visualize. Story elements. Alphabetize.

ELL Content Picture Packs Geometric Shapes

ELL Content Picture Packs Measurement

ELL Vocabulary Book Series *Shapes Around Us*

Sentence Stems:

What shapes do you see?

I see ...

Lesson 3 Numbers

Numbers 1 - 100 (number, word, value)

1st - 5th

RAZ ELL Edition

Counting Letters (Level aa). Classify information. Identify initial consonant /l/. Capitalization.

Bedtime Counting (Level A). Identify setting.

Carlos Counts Kittens (Level A). Ask and answer questions. Identify problem and solution.

Fingers Go Five by Five (Level A)

Maria Counts Pumpkins (Level A). Ask and answer questions. Identify problem and solution. Identify initial consonant Pp

Pond Animals (Level A). Author's purpose. Recognize I

How Many Legs (Level B). Classify information. Question marks.

How Many Wheels? (Level C). Classify information.

The Easter Egg Hunt (Level C). Classify information. Short e sound.

We Count (Level C). Visualize. Classify.

Greater Than (Level D). Compare and contrast.

Less Than (Level D). Compare and contrast.

I Count 100 Things (Level D). Visualize. Main idea/key details. Exclamation marks.

How Many Teeth (Level E). Ask and answer questions. Classify information.

The Contest (Level E). Make, revise, and confirm predictions. Sequence events. Quotation marks.

The Meaning of Numbers (Level E). Poetry Lesson.

A Desert Counting Book (Level H). Classify information.

Number Twelve (Level J). Summarizing. Main idea/key detail. Alphabetical order to the second letter.

Looking for Numbers (Level L). Poetry Lesson.

ELL Vocabulary Book Series *Numbers*

ELL Vocabulary Book Series *Measurement*

What grade are you in?

I am in _____ grade.

How many times can you hop on one foot?

I can hop _____ times.

Place in line: 1st through 5th

Access Building Literacy Through Learning *Newcomers*, Lesson G (page 24)

Numbers 0 - 100

Give students number tiles. Create a scavenger hunt in the hallway with pictures of numbers that they have to identify.

Lesson 4 The Alphabet

Upper and lower case letters

Lesson 5 Time

Vocabulary: clock, hour, minute, time; morning, afternoon, evening, night

60 seconds in a minute

60 minutes in an hour

24 hours in a day

365 days in a year

12 midnight is nighttime. 12a.

12 noon is midday. 12p.

What time do you wake up in the morning?

I wake up at _____ o'clock.

What time do you go to bed at night?

I go to bed at _____ o'clock.

Access Building Literacy Through Learning *Newcomers*, Lesson 6 (page 48)

School Schedule

Use Lesson Card for sample school schedule

RAZ ELL Edition

***It is School Time* (Level B). Visualize. Sequence.**

***It's About Time* (Level K). Connect to prior knowledge. Main idea/key details.**

***Time of Day* (Level G). Sequence of events.**

ELL Vocabulary Book Series *Free Time*

Lesson 6 Days of the Week

Vocabulary: weekend, week days, calendar

RAZ ELL Edition

A Week with Grandpa (Level E). Sequence of events.

Firefly (Level B). Sequence of events.

Lesson 7 Months of the Year

Vocabulary: days, months, year

12 months in the year

What is your favorite month?

My favorite month is ...

What month is your birthday?

My birthday is in _____.

Lesson 8 Weather

Vocabulary: storm, tornado, hurricane, blizzard; rainy, snowy, windy, sunny, cloudy, foggy; thermometer, temperature, degrees Fahrenheit; cold, hot, cool, warm.

RAZ Plus ELL Edition

Spring and Fall (Level A). Visualizing. Main idea/key details.

Spring Weather (Level A). Visualizing. Main idea/key details.

Clouds (Level D). Visualize. Main idea/key details.

How Is the Weather Today? (Level F). Visualization. Identify characters and setting.

Blizzards (Levels I, L, O). Ask and answer questions. Author's purpose.

Tornadoes (Levels J, M, P). Cause and effect.

Violent Weather (Level Z). Ask and answer questions. Cause and effect.

ELL Vocabulary Book Series *Weather*

Access Building Literacy Through Learning *Newcomers*, Lesson 22 (page 80)

Storms

Use Lesson Card for small group instruction. Borrow books on weather from the library.

Access Building Literacy Through Learning *Newcomers*, Lesson 24 (page 82)

School Schedule

Use Lesson Card for sample school schedule

Lesson 9 Temperature

Vocabulary:

Hot and Cold (Level A). Visualize. Classify.

Too Hot! (Level C). Visualize. Problem and solution.

How We Measure (Level L). Ask and answer questions. Compare and contrast.

Measurement (Concept book)

Lesson 10 Seasons

Vocabulary: Winter, spring, summer, fall (autumn)

RAZ Plus ELL Edition

It Is Spring (Level B). Visualize. Main idea/key details.

Winter Fun (Level B). Visualize. Classify information.

Fall (Level C). Ask and answer questions. Classify information.

Fall Foods (Level C). Ask and answer questions. Compare and contrast.

What Season Is It? (Level C). Main idea/key details.

Welcome Back, Butterflies (Level D). Make, revise, and confirm predictions. Identify author's purpose.

The Four Seasons (Level E). Main idea/key details.

Some Birds Go (Level F). Main idea/key details.

Changing Seasons (Level F). Make, revise, and confirm predictions. Classify information.

Spring Is Here (Level H). Summarize. Classify.

Seasons (Concept book)

ELL Concept Picture Pack *Seasons & Weather*

ELL Vocabulary Book Series *Fall Things*

ELL Vocabulary Book Series *Seasons*

ELL Vocabulary Book Series *Summer Fun*

ELL Vocabulary Book Series *Winter Fun*

ELL Vocabulary Book Series *Spring Things*

What season is it now?

It is _____ now.

What do you enjoy doing in _____?

I enjoy _____ in _____.

What is your favorite season?

My favorite season is ...

Access Building Literacy Through Learning *Newcomers*, Lesson 24 (page 84)

Seasons

Use Lesson Card for sample school schedule

Unit 2 All About Me

Lesson 11 Introducing Myself

RAZ Plus ELL Edition

I Like My Hair (Level D). Connect to prior knowledge. Compare and contrast.

Winter Fun (Level B). Visualize. Classify information.

Boy, girl. Name, grade, age.

What is your name?

My name is

What grade are you in?

I am in _____ grade.

How old are you?

I am _____ years old.

Lesson 12 Greetings

Hi. How are you? Nice to meet you. Good afternoon. Welcome.

RAZ Plus ELL Edition

Comic Conversations *Marty Says Hello*

Lesson 13 Goodbye

Good bye! See you later. Bye! It was nice to meet you. Have a nice day.

I had fun. Thanks! I'm glad you came.

RAZ Plus ELL Edition

Comic Conversations *Marty Says Goodbye*

Lesson 14 Address

**Address: house number, street name, city, state, zip code. State abbreviation.
Email address.**

Where do you live?

I live on _____ Street in _____.

Where is our school?

Our school is in _____.

Lesson 15 Phone Number

Phone number. Area code.

Lesson 16 Where I Am From

RAZ Plus ELL Edition

***Are You From Brazil?* (Level F). Visualize to understand text. Compare and contrast.**

***Are You From India?* (Level F). Use the reading strategy of asking and answering questions. Compare and contrast.**

***Are You From Australia?* (Level G). Ask and answer questions to understand text. Main Idea and Key Details.**

What country are you from?

I am from

What languages do you speak?

I speak

Access Building Literacy Through Learning *Newcomers*, Lesson J (page 30)

World Map

Give students a copy of the world map from the student edition.

Lesson 17 My Family

Vocabulary: Family: mother, father, brother, sister, wife, husband, grandmother, grandfather, granddaughter, grandson, aunt, uncle, niece, nephew, cousins; younger, older.

RAZ Plus ELL Edition

My Family (Level aa). Connect text to personal experiences. Compare and contrast.

Doctor Jen (Level E). Retelling. Problem and solution.

Carlos's Family Celebration (Level K). Retelling events in the story. Sequence.

Hugs for Daddy (Level K). Retelling events in the story. Problem and solution.

Celebrating Food and Family (Level N). Mentally summarize details during reading. Main idea/key details.

Families (Level I). Connect to prior knowledge. Classify information.

What Makes You, You? (Level X) Ask and answer questions to understand text. Main idea and key details.

Arthur's Bad-News Day (Levels I, M, Q). Make, confirm, and revise predictions. Cause

and effect.

Lesson 18 My Relatives

Who is in your family?

How many brothers and sisters do you have?

I have ____ brothers and ____ sisters.

RAZ Plus ELL Edition

Comic Conversations *Marty At Family Night*

Access Building Literacy Through Learning *Newcomers*, Lesson 25 (page 86)

Family

Use Lesson Card for small group instruction

Lesson 19 How I Feel

RAZ Plus ELL Edition

Feelings (Level C). Connect to prior knowledge. Cause and effect.

Comic Conversations *Is Marty Okay?*

ELL Vocabulary Book Series *Feelings*

How do you feel?

I feel ...

Confused, angry, excited, frustrated, happy, hungry, mad, sad, thirsty, tired

Lesson 20 Important Questions and Statements

Can you speak more slowly?

I don't speak English.

I speak a little English.

I don't understand.

Excuse me.

Thank you.

Please repeat that.

Access Building Literacy Through Learning *Newcomers*, Lesson F (page 22)

Useful Words

At, to, on, off, in, out, near, under, over, down, up, above, below, into, by

A, an, the

Photocopy student edition pages 22 and 23

My Vocabulary Notebook

Unit 3 My School

Lesson 21 The School Building

Vocabulary: cafeteria, office, bathroom, gym, library, office, hallway, water bottle filler,

auditorium; left, right, straight, upstairs, downstairs; go, turn.

Where is the bathroom?

The bathroom is ...

Map of school

RAZ Plus ELL Edition

Comic Conversations *Marty Asks Directions*

Comic Conversations *Marty Gets It!*

Comic Conversations *Marty and the Map*

ELL Vocabulary Book Series *School*

The School (Level aa) Main idea and key details.

Carlos Goes to School (Level A). Sequence events.

Maria Goes to School (Level A). Sequence events.

Busy At School (Level C) Connect to prior knowledge to understand text. Compare and contrast.

The School Lunch Room (Level K)

The Worst School Day (Independent Practice Passage, Grade 2)

Lesson 22 People at the School

Vocabulary: principal, secretary, nurse, counselor, bus driver, aide, student, teacher.

Lesson 23 My Classroom

Vocabulary: desk, chair, flag, door, trash can, recycle can, table, book shelf, rug/carpet, smartboard/screen.

RAZ Plus ELL Edition

***The Classroom* (Level aa) Classify information.**

***Class Pets* (Level E). Connect to prior knowledge to understand text. Author's purpose: Determine author's purpose.**

***A Day of Firsts* (Level E). Ask and answer questions to understand text. Main idea and key details.**

***First Day of School* (Level Q). Connecting to prior knowledge to understand text. Make inferences.**

What is at the front of the classroom?

What is at the back of the classroom?

Lesson 24 Classroom Objects

Vocabulary: book, pencil, pen, marker, highlighter, eraser, notebook, folder, backpack, scissors, stapler, glue, glue stick, tape, paper

RAZ Plus ELL Edition

Comic Conversations *Marty's Backpack*

***The Classroom* (Level aa) Connecting to prior knowledge. Classify information.**

Lesson 25 Classroom Routines and Directions

Your teacher expects you to act in a certain way in class.

Listen when others are talking.

Raise your hand and wait to be called on before you speak.

Sit in your seat.

RAZ Plus ELL Edition

ELL Content Picture Packs *Daily Routines*

ELL Content Picture Packs *Places at Schools*

Lesson 26 Cafeteria

Vocabulary: tray, straw, lunch, napkins, milk, juice

RAZ Plus ELL Edition

Comic Conversations *Marty's Lunch*

Lunch at School (Level aa) Connect to prior knowledge. Main idea and key details.

The School Lunch Room (Level K)

Lesson 27 Recess

Students go outside to play.

Vocabulary: Slide, monkey bars, basketball, soccer

RAZ Plus ELL Edition

ELL Content Picture Pack *Sports and Games*

The Playground (Level aa) Visualize to understand text. Author's purpose.

Standing Up to the Bullies (Level L). Retell to understand text. Problem and solution.

Lesson 28 Field Trips

Vocabulary: field trip, bus, museum, park, performance, zoo, baseball field, permission slip

RAZ Plus ELL Edition

A Visit to the Zoo (Level K)

Don't Wake the Mummy (Level U) Make Inferences/Draw Conclusions. Make, revise, and confirm predictions.

Mr. Irwin's Field Trips

Lesson 29 School Activities

Vocabulary: band, chorus, sports club, ukulele, student government, Helping Hands

RAZ Plus ELL Edition

After School (Level B) Connect to prior knowledge. Classify information.

Busy at School (Level C) Connect to prior knowledge to understand text. Compare and contrast.

My Day (Level G) Sequence events.

After School (Level B) Connect to prior knowledge. Classify information.

My Day (Level G) Connect to prior knowledge. Sequence events.

Taking Turns (Level C) Connect to prior knowledge. Sequence events.

What's Next? (Level S) Ask and answer questions. Analyze plot.

After School. ELL Vocabulary Book Series.

Lesson 30 School Safety

Vocabulary: crossing guard, fire drill, lockdown drill, early dismissal

RAZ Plus ELL Edition

Joey's Stop Sign (Level L) Use the reading strategy of retelling to understand and remember story events. Problem and solution.

Fire Safety (Level G) Connect to prior knowledge. Main idea and key details.

Playing It Safe (Level K) Connect to prior knowledge. Author's purpose: identify author's purpose.

I'm Allergic to Peanuts (Level K) Ask and answer questions to understand text. Cause and effect.

Unit 4 My Classes

Lesson 31 My Grades

Vocabulary: grades, report card, tests, quizzes, homework, projects; work alone, work with a partner, work with a group

RAZ Plus ELL Edition

Comic Conversations *Marty Writes a Story*

Who Needs Grades (Grade 4)

Lesson 32 Math

RAZ Plus ELL Edition

Carlos Counts Kittens (Level A) Use the reading strategy of asking and answering questions. Problem and solution.

Maria Counts Pumpkins (Level A) Ask and answer questions. Problem and solution.

Greater Than (Level D) Compare and contrast. Connect to prior knowledge to

understand text.

***Double It!* (Level F) Make, revise, and confirm predictions. Cause and effect.**

***Math Test Mix-Up* (Level H) Make, revise, and confirm predictions; compare and contrast**

***Who Needs Grades* (Grade 4)**

Lesson 33 Science

Lesson 34 Reading and Writing

Lesson 35 Social Studies

Lesson 36 Music

Lesson 37 Art

RAZ Plus ELL Edition

***I Love Art Class* (Level B) Visualize to understand text. Main idea and key details.**

Lesson 38 Gym

Lesson 39 Library

Vocabulary: librarian, library, books, magazines, shelves, catalog; borrow, check out, return, due date

RAZ Plus ELL Edition

Comic Conversations *Marty at the Library*

Lesson 40 Computers

Vocabulary: computer, mouse, screen/monitor, cursor, keyboard, printer, type, headphones, right click, enter, backspace, undo, escape, scroll wheel, user name, password, log on, sign out, restart.

Unit 5 Health and Safety

Lesson 41 My Body

Vocabulary: head, face, hair, ears, eyes, nose, mouth, cheeks, chin, shoulder, arm, elbow, wrist, hand, fingers, leg, knee, ankle, foot, toes.

RAZ Plus ELL Edition

Bananas Sometimes (Level B). Visualizing. Main idea/key details. Initial consonant /l/

My Bones (Level H). Classify information. Long /o/. Adjectives.

My Skin (Level I). Connect to prior knowledge. Main idea/key details.

ELL Vocabulary Book Series *Parts of the Body*

Access Building Literacy Through Learning *Newcomers*, Lesson L (page 34)

Parts of the Body

Use Lesson Card for parts of the body and copy of student edition

Lesson 42 Inside My Body

Vocabulary: brain, heart, lungs, stomach, teeth, tongue, spine, ribs, muscle, bone

RAZ Plus ELL Edition

Animal Skeletons (Level J). Ask and answer questions. Compare and contrast.

Lesson 43 Moving My Body

Vocabulary: push, pull, walk, run, jump, climb, dance, hop, swim, throw

I can ...

Can you ... ?

RAZ Plus ELL Edition

Comic Conversations *Marty Can*

Lesson 44 Taking Care of My Body

Vocabulary: brush my teeth; wash my hands; take a bath or shower; comb my hair; exercise; comb, shampoo, soap, toothbrush, toothpaste

Lesson 45 I Do Not Feel Well

Vocabulary: sick, hurt, cough, sneeze, cut, bleed, flu, fever, stomachache,

headache, pain, rash, itch; bandage, medicine, ointment, tissue

RAZ Plus ELL Edition

ELL Content Picture Pack *Being Healthy*

Lesson 46 At the Doctor's Office

Vocabulary: doctor, check-up, examination, nurse, height, weight, stethoscope, vaccine, needle, x-ray

Lesson 47 At the Dentist's Office

Vocabulary: dentist, hygienist, polishes, paste, gums, teeth, jaw, cavity, floss, mouthwash

Lesson 48 Safety Equipment

Vocabulary: helmet, elbow pads, shoulder pads, knee pads, mouthguard, shin guards, goggles, life vest

Lesson 49 Safety Symbols

Vocabulary: stop, yield, slippery floor, caution, fire exit, poison, flammable, no smoking

Lesson 50 In An Emergency

Vocabulary: emergency, fire, accident, crime; first responders, firefighter, police officer,

Access Building Literacy Through Learning *Newcomers*, Lesson 12 (page 60)

Emergency!

Use Lesson Card for emergency scenario.

Unit 6 The Outdoors

Lesson 51 The Park

Lesson 52 Plants

Lesson 53 Backyard Animals

Lesson 54 Wild Animals

Lesson 55 On a Farm

Lesson 56 Farm Animals

Lesson 57 In the Forest

Lesson 58 At the Beach

Lesson 59 In the Ocean

Lesson 60 In the Desert

Unit 7 Clothing and Shopping

Lesson 61 Clothes; Lesson 62 More Clothes

Vocabulary: shirt, pants, dress, skirt, jeans, pajamas, vest, suit, robe, cardigan, sweater, swimsuit, swim trunks, tank top

What are you wearing today?

I am wearing

What do you wear when the weather is hot?

When the weather is hot, I wear

What do you wear when the weather is cold?

When the weather is cold, I wear

RAZ Plus ELL Edition

ELL Vocabulary Book Series *Clothes*

Lesson 63 On My Feet

Vocabulary: shoes, sneakers, heels, boots, flip flops, sandals, slippers; socks, tights, stockings

What kind of shoes are you wearing today?

Today I am wearing

What are your favorite shoes?

My favorite shoes are

Lesson 64 Accessories

Vocabulary: briefcase, backpack, cane, umbrella, purse, belt, hat, cap, sunglasses, glasses, tie; bracelet, earrings, necklace, ring, watch

Lesson 65 Outerwear

Vocabulary: coat, hat, gloves, mittens, scarf, raincoat, earmuffs;

What do you wear when the weather is cold?

When the weather is cold, I wear

Lesson 66 Parts of Clothing

Vocabulary: collar, button, sleeve, cuff; zipper, leg, pocket; turtleneck, long sleeve; short sleeve

Lesson 67 Getting Dressed

Lesson 68 In the Clothing Store

Vocabulary: shop, hanger, price, tag, rack, size; try on, fitting room, fits

Lesson 69 U.S. Money

Vocabulary: penny, nickel, dime, quarter, one dollar, five dollar bill, ten dollar bill, twenty dollar bill; money, dollars, cents

Money

Use Lesson Card and play money for small group lesson

Lesson 70 Making Purchases

Vocabulary: money, buy, purchases, cashier, cash register, price, pay, total, receipt

How much does this cost?

It costs

RAZ Plus ELL Edition

ELL Content Picture Pack *Money*

ELL Content Picture Pack *U.S. Symbols*

ELL Vocabulary Book Series *Money*

Access Building Literacy Through Learning *Newcomers*, Lesson 16 (page 68)

At the Grocery Store

Use Lesson Card for sample grocery menu. Combine with circulars from grocery store for “Making Purchases” practice

Unit 8 Food

Lesson 71 Breakfast

Vocabulary: breakfast, morning; bacon, bagel, cereal, coffee, donut, eggs, jam or jelly, juice, milk, muffin, oatmeal, omelet, pancakes, syrup, toast, waffles

What do you eat for breakfast?

I eat

Lesson 72 Lunch

Vocabulary: lunch, afternoon; hot dog, fries, hamburger, pizza, salad, soup, sandwich, tacos, wrap

What did you have for lunch today?

Today I had ... for lunch.

RAZ Plus ELL Edition

Comic Conversations *Marty's Lunch*

Lesson 73 Dinner

Vocabulary: dinner, evening, supper; chicken, steak, ham, fish, potatoes, rice, pasta,

vegetables

What do you want for dinner tonight?

I want

Access Building Literacy Through Learning *Newcomers*, Lesson 17 (page 70)

Meals

Use Lesson Card for small group instruction activity

Lesson 74 Snacks and Desserts

Vocabulary: dessert; after lunch, after dinner; candy, crackers, cookies, nuts, popcorn, yogurt, potato chips, pretzels, cake, pie, ice cream, chocolate, candy, cookies, cupcake

What is your favorite snack?

My favorite snack is

What is your favorite dessert?

My favorite dessert is

Lesson 75 Fruits

Vocabulary: apple, banana, blueberries, cherries, coconut, grapes, kiwi, lemon, orange, peach, pear, pineapple, plum, strawberry, tomato, watermelon

What is your favorite fruit?

My favorite fruit is

Lesson 76 Vegetables

Vocabulary: beet, broccoli, carrot, cauliflower, celery, cucumber, corn, green beans, lettuce, lima beans, onion, peas, pepper, spinach, sweet potato

What is your favorite vegetable?

My favorite vegetable is

Lesson 77 Making a Meal

Vocabulary: recipe, measure, chop, mix, ingredients; teaspoon, tablespoon, cup; cook, bake, boil, fry, grill

What does a recipe help you do?

A recipe helps me

Why is it important to measure ingredients?

It is important to measure ingredients because

RAZ Plus ELL Edition

ELL Content Picture Pack *Foods Around the World*

Lesson 78 At the Table

Vocabulary: table, plate, knife, fork, spoon, napkin, cup, glass, bowl, mug, salt, pepper

Lesson 79 Table Manners

Vocabulary: manners, pass, chew, wash

Why should you wash your hands before eating?

I should wash my hands before eating because

Good Table Manners

Wash your hands before eating.

Use your napkin.

Pass the food.

Chew with your mouth closed.

Bad Table Manners

Chew with your mouth open.

Make a mess.

Grab for food.

Use your fingers to eat.

Throw food.

Lesson 80 In a Restaurant

Vocabulary: restaurant, menu, serves, food, order, takeout, waiter, waitress, tip

Unit 9 My Home

Lesson 81 In a Home

Vocabulary: home, house, roof, attic, window, door, ceiling, bedroom, bathroom, wall, living room, dining room, stairs, floor, kitchen

Access Building Literacy Through Learning *Newcomers*, Lesson 27 (page 90)

Places at Home

Use Lesson Card for small group activity

Lesson 82 In the Kitchen

Vocabulary: cabinet, oven, stove, sink, counter, microwave, dishwasher, refrigerator, freezer, table, chair

Lesson 83 In the Living Room

Vocabulary: lamp, pillow, sofa, chair, television, shelf, fire place, coffee table, rug

Lesson 84 In a Bedroom

Vocabulary: curtains, bed, pillow, comforter, blanket, desk, mirror, dresser

Lesson 85 In the Bathroom

Vocabulary: mirror, faucet, sink, shower, shower curtain, bathtub, toilet, towel, bath mat, toilet paper, razor, scale, laundry basket, hair dryer

How are the bathtub and the shower the same? How are they different?

Lesson 86 In the Laundry Room

Vocabulary: laundry; laundromat, washer, dryer, clothes pin, detergent, iron, ironing board, hanger

Lesson 87 My Pets

Vocabulary: pets, home, cat, kitten, dog, puppy, rabbit, guinea pig, hamster,

mouse, parakeet, snake

Do you have a pet?

Yes, I have a pet

No, I do not have a pet.

What pet do you want?

I want a

Lesson 88 My Chores

Vocabulary: dry, fold, make the bed, mow, rake, take out the trash, vacuum, wash, weed

Lesson 89 A Family Party

Vocabulary: party, celebrate, birthday, graduation; decoration, balloons, streamers, banners; guests, gifts, cards

Lesson 90 Holidays

Vocabulary: Martin Luther King, Jr. Day; Valentine's Day; Memorial Day; Independence Day; Halloween; Thanksgiving

What is your favorite holiday?

My favorite holiday is

How do you celebrate ... ?

I celebrate ... by

RAZ Plus ELL Edition

ELL Content Picture Pack *U.S. Symbols*

ELL Vocabulary Book Series *Holidays*

Unit 10 My Community

Lesson 91 Places in My Community

Vocabulary: bus stop, grocery store, drug store, hospital, mall, post office, bridge, sidewalk, street.

Lesson 92 People in My Community

Vocabulary: baker, carpenter, chef, florist, hairdresser, mechanic, mail carrier, photographer, plumber, reporter, truck driver, veterinarian

What job do you want when you grow up?

When I grow up, I want to be

RAZ Plus ELL Edition

ELL Vocabulary Book Series *Jobs*

ELL Vocabulary Book Series *My Neighborhood*

Lesson 93 Being a Good Citizen

Vocabulary: citizen, obeys, rules; litter, recycle, respectful, help, listen

How can you be a good citizen in your community?

I can be a good citizen in my community by

How can you be a good citizen in your school?

I can be a good citizen in my school by

Lesson 94 Going to the Bank

Vocabulary: bank, deposit, withdrawal, money, account, savings account, checking account, check, teller, ATM, debit card

Lesson 95 Getting From Here to There

Vocabulary: directions, straight, turn right, turn left, left, right, map

How would you walk home from school?

RAZ Plus ELL Edition

Comic Conversations *Marty and the Map*

Comic Conversations *Marty Asks Directions*

Lesson 96 Transportation

Vocabulary: bicycle, bus, car, motorcycle, subway, truck, taxi, van

Lesson 97 Signs in My Community

Vocabulary: crosswalk, exit, restrooms, school zone, stop, street names; red means stop; yellow slow down and get ready to stop; green means go.

Lesson 98 Community Events

Vocabulary: block party, concert, fair, festival, parade

What events are held in your community?

My community holds ... events.

Lesson 99 Traveling Far Away

Vocabulary: travel, airplane, airport, train, train station, ticket, passport, suitcase, hotel

Would you rather travel by train or by plane?

I would rather travel by ... because

Lesson 100 Entertainment

Vocabulary: arena, concert, sports, movie theater, movie, stadium, theater, play, musical, stage, ticket, stage