ESL (GRADE 1)
Curriculum Guide

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LINDEN PUBLIC SCHOOLS
LINDEN, NEW JERSEY

DENISE CLEARY
ACTING SUPERINTENDENT

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SUPERVISOR OF BILINGUAL, ESL & WORLD LANGUAGES

The Linden Board of Education adopted the Curriculum Guide on:

August 25, 2022	**Education – Item #10**
Date	**Agenda Item**

Rationale
Be it resolved, that all curricula within the following content areas be readopted for use in the Linden Public Schools for the 2022-2023 school year. All curricula are aligned to the New Jersey Student Learning Standards.

Public Notice of Non-Discrimination

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

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ACKNOWLEDGEMENT

The Linden Public School District acknowledges with appreciation the efforts of the persons who contributed to the preparation of this guide:

Instructors

Linden Public Schools Vision

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

Linden Public Schools Mission

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

LINDEN PUBLIC SCHOOLS

Bilingual/ESL K-12

Mission Statement

The mission of the Linden Public Schools Bilingual/ESL Program is to provide our English Language Learners (ELLs) with standards based educational experiences that are student centered, culturally and linguistically sustaining, and responsive to their needs. We seek to provide world class language instruction that will help our English Language Learners (ELLs) to attain high levels of proficiency, resulting in their abilities to find success in both social and academic contexts. Linking English language instruction to content area studies, English Language Learners will empower themselves through critical thought, reflection, and action to become active participants in their school and local community.

Students will meet rigorous standards that will prepare them for success in content area studies, preparing them for college, the workplace and beyond. The program also honors linguistic pluralism, whereby the first languages and cultures of ELL's are highly valued, and acknowledged as an essential foundation supporting the development of literacy and academic skills across the content areas. Above all, the Linden Public Schools will strive to help each student develop a sense of dignity, self-worth, responsibility, respect for others, and the skills to make a significant contribution to our diverse society.

In addition, the department seeks to fulfill its mission through dedication to continuous improvement and professional development that promotes effective, research based second language methodologies.

PROGRAM GOALS

The goals of the **Bilingual Education** program are to ensure that English language learners are provided with content area support in the native language and in English which will allow them to develop academic skills while acquiring English language skills. The aim of the program is to prepare the students to communicate in social settings, to achieve success in academic settings, and to meet graduation requirements.

The Bilingual Education program builds upon the cultural background of the students in the program while also introducing the students to the culture of the United States. Developmental ESL instruction is an integral part of the Bilingual Education program. The Bilingual Education curriculum develops communicative competence in listening comprehension, speaking, reading, and writing in the English language

The goal of the **ESL program** is to provide a daily developmental second language program where English is acquired through comprehensible immersion in context of content area studies. Its aim is to facilitate acquisition of English so that ELLs students will meet NJ Learning

Standards, the objectives of the standard English instruction program as well as the WIDA standards.

ESL is designed to enable ELLs to access mainstream curriculum and to achieve their personal best in the school setting as well as becoming responsible citizens in local, national, and worldwide community. Learners can best meet these goals through a standards-based curriculum which integrates a Cognitive Academic Language Learning Approach (CALLA) and Sheltered Instruction Observation Protocol (SIOP) approach. Furthermore, learning strategies infused into this program enable students to become lifelong learners. Language learning through meaningful context in an academic setting improves the education and language acquisition of the ELL.

The World-Class Instruction Design and Assessment (WIDA) ESL Standards for Pre-K12 Students and the state and district standards provide the academic framework for instruction. Learners receive direct instruction using realia, vocabulary, concrete based materials, background instruction, graphic organizers, practice, and other appropriate strategies. The ESL course is flexible based on the needs of the learners in the program.

Biliteracy and Guiding Principles of Language Development
Our guiding principles of Language Development reflect our commitment to build upon the home language and cultural knowledge that students bring to our schools and emphasize the importance of language in learning.

1.   Multilingual learners' languages and cultures are valuable resources to be leveraged for schooling and classroom life; leveraging these assets and challenging biases help develop multilingual learners' independence and encourage their agency in learning.
2.   Multilingual learners' development of multiple languages enhances their knowledge and cultural bases, their intellectual capacities, and their flexibility in language use.
3.   Multilingual learners' language development and learning occur over time through meaningful engagement in activities that are valued in their homes, schools, and communities.
4.   Multilingual learners' language, social-emotional, and cognitive development are inter-related processes that contribute to their success in school and beyond.
5.   Multilingual learners use and develop language when opportunities for learning take into account their individual experiences, characteristics, abilities, and levels of language proficiency.
6.   Multilingual learners use and develop language through activities which intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication.
7.   Multilingual learners use and develop language to interpret and access information, ideas, and concepts from a variety of sources, including real-life objects, models, representations, and multimodal texts.
8.   Multilingual learners draw on their metacognitive, metalinguistic, and metacultural awareness to develop effectiveness in language use.
9.   Multilingual learners use their full linguistic repertoire, including translanguaging practices, to enrich their language development and learning.

10.   Multilingual learners use and develop language to interpret and present different perspectives, build awareness of relationships, and affirm their identities.

Foundational Concepts

The Linden Public Schools ESL Curriculum has been designed for congruency with the four "Big Idea" outlined in the WIDA Standards. Like the "Can Do" philosophy, they support the design of standards based educational experiences that are student centered, culturally and linguistically sustaining, and responsive to multi-lingual learners' strengths and needs.

EQUITY of Opportunity and Access	**INTERGRATION** Of Content and Language
Collaboration Among Stakeholders	**Functional Approach** To language development

EQUITY OF OPPORTUNITY AND ACCESS

Multilingual learners come from a wide range of cultural, linguistic, educational, and socioeconomic backgrounds and have many physical, social, emotional, experiential, and/or cognitive differences. All bring assets, potential, and resources to schools that educators must leverage to increase equity in standards-based systems. Increasing avenues of access, agency, and equity for all multilingual learners—including newcomers, students with interrupted formal schooling (SIFE), long-term English learners (L-TELs), students with disabilities, and gifted and talented English learners—requires educators to be knowledgeable, skillful, imaginative, and compassionate.

The Linden Public Schools ESL curriculum seeks to guide educators to:

- Set high expectations for all students
- Provide access for multilingual learners to rich, standards-based, grade-level content including by scaffolding up (see the WIDA website for resources about scaffolding)
- Enact linguistically and culturally sustainable pedagogies
- Create opportunities for multilingual learners to:
- engage actively with each other in deep learning

- access and use multiple languages, including through translanguaging

When designing and delivering standards-based curriculum, instruction, and assessment, educators should consider multilingual learners':

- Previous personal and educational experiences
- Recency of arrival in the United States, if applicable
- Diverse cognitive and behavioral strengths, needs, and abilities
- Home and community
- Languages and cultures

Drawing on students' linguistic and cultural resources is essential to helping them navigate life in a diverse world, in addition to supporting them in meeting demands of academic content areas as they advance through school.

Integration of Language and Content:
Multilingual learners develop content and language concurrently, with academic content as a context for language learning and language as a means for learning academic content.

While acquiring language proficiency, learners employ "multimodality", the use of multiple means of communication. This is an essential way that for all students to access and engage in the content areas. In addition to the use of spoken and written language, students also communicate through gestures, facial expressions, images, equations, maps, symbols, diagrams, charts, videos, graphs, computer-mediated content, and other means.

Multimodality is inherent to and essential for how students make meaning and engage in disciplinary practices. All students are able to both interpret and express ideas with greater flexibility when using multimodal resources, including multiple languages. Multimodality allows all students to use multiple means to engage, interpret, represent, act, and express their ideas in the classroom. For example, as students read, they also might refer to illustrations or diagrams, and as students write, they might also represent their ideas numerically or graphically.

The integration of content and language for multilingual learners promotes:
- Understanding the connections between content and language
- Making meaning within and across content areas (disciplines)
- Interaction of students with each other in challenging content activities
- Coordination of design and delivery of curriculum, instruction, and assessment

Collaboration among Stakeholders
Collaboration between school leaders, content and language teachers, specialists, support personnel, students and families, is essential for providing multilingual learners high-quality educational experiences that are coordinated and comprehensive.

It is crucial for the academic success of multilingual learners that both language and content teachers and administrators see themselves as responsible for fostering the language development of multilingual learners, and for systems to move away from the idea that language specialists alone should assume sole responsibility for students' language development.

Although different classrooms may have different instructional foci, all classrooms with multilingual learners must incorporate content and language development. Content teachers bring expertise in their discipline, while language teachers bring expertise in language development. Each teacher can contribute to deliver coordinated educational experiences for multilingual learners according to their own qualifications and areas of expertise. With sustained collaboration, language teachers expand their understanding of different content areas, and content teachers develop insights into and respond to the language development needs of multilingual learners.

Content and language teachers can work together to:
• 	Plan and deliver grade-level standards-based instruction
• 	Plan for systematic, explicit, and sustained language development alongside the academic demands of the content areas
• 	Support one another
• 	Share unique fields of expertise

In this way, multilingual learners and their families benefit from a coherent and shared understanding of expectations and common goals for learning.

Functional Approach to Language Development

To understand what is meant by a "functional approach to language," WIDA uses the metaphor of the tool box to describe language. We use different linguistic tools to to communicate, to develop relationships, and to act upon the world. Like any good toolbox, the language toolbox contains various tools that function for different needs. Particular linguistic tools achieve certain purposes. For example, we make choices with language to reflect the topic at hand, the social roles and identities of those involved (am I talking to a college admissions interviewer or to my best friend?), and the needs of our listeners and readers. We make choices with language to organize our ideas in particular ways, to convey the relationships among these ideas, and about what types of words are most effective for our message. The explicit teaching of how language works can help multilingual learners expand what they can do with language, thereby growing their language toolbox. The result is that students become increasingly aware and strategic in their use of language to negotiate meaning and achieve their purposes in various contexts.

Strategies to Promote Biliteracy Development in the Classroom

Linden Public Schools seeks to foster the academic success of English/multi-language learners through improving our capacity to use our students' home languages as a resource and bridge to biliteracy. Our goal is to help students' sustain and build their first language literacy, using it as the foundation upon which their English academic skills are developed toward the ultimate goal of helping students to graduate from high school bilingual, biliterate, high achieving and globally competent.

When teachers use billiteracy strategies to support students they deliver instruction that:

* Helps students to transfer academic content from one language to another
*Engages in Contrastive Analysis
*Develops students' academic language in both languages across the content areas
*Develops metalinguistic awareness
* Connects to curriculum that reflects a global perspective

The following strategies are examples of effective ways that teachers can promote authentic biliteracy development in their classrooms:

1. Strategic Use of Group Work:
One of the best approaches that teachers can take includes the strategic use of group work. Students have an opportunity to work with others who don't come from the same language background, community, or culture. So, the next time you create groups in the classroom, think about how to structure them to help expose your monolingual students to new languages and cultures as they practice collaborating and communicating across languages. Allow your students to feel confident in their culture and identity when sharing it with their peers.

2. **Content-based Language Instruction**
This is a very effective teaching strategy that incorporates both content area objectives and language into the lesson. You can have objectives for your content area that are different from your language objectives. Just make sure that your students know the language and content goals for each lesson so that they can self-regulate their learning.

3. Allow them to Express Themselves
Students in dual language classes sometimes want to express themselves in their native language. Allow your students to feel confident doing this, don't make them feel as though using one language is "appropriate" or "bad". To truly make students feel confident in authentic biliteracy, they must feel like they can be themselves in your classroom.

4. Allow Translanguage
Children from bilingual homes sometimes strategically make use of words from two different languages to help them communicate effectively. For instance, they might say one sentence in

English and the next in Spanish, or even mixing the two in one sentence. By allowing students to engage in this natural process of speaking in your classroom, they can draw from those two languages as a useful resource to help them better express themselves and explore difficult academic content.

5. Provide Culturally Sensitive Content and Assessment
Each child's culture shapes and guides their awareness and perspective of the world, and it's vital to consider that when it comes to dual language education. When you create or select learning content or assessments, keep in mind that some of the things that you, as an educator, find familiar might not be familiar to a child. This could influence that student's recorded learning outcome but not show an accurate representation of what they know.

6. **Incorporate Families into Your Learning Community**
Some bilingual learners have monolingual parents who may not be fluent in English. One way of helping to guarantee your student's full engagement is by engaging parents. You can do this is by providing school communications such as announcements and notes in different languages, even if your translation is not perfect.

Earning the NJ Seal of Biliteracy

The Seal of Biliteracy was an initiative started by Californians Together in 2008 to acknowledge and award bilingual and multilingual students. In 2011, it officially became legislation in California and now multiple states throughout the nation have implemented a statewide Seal of Biliteracy. On January 19, 2016, New Jersey became the 17th state to implement a legislated statewide Seal of Biliteracy. By achieving the Seal of Biliteracy, students demonstrate that they are able to speak, read, comprehend and write in two or more languages at a high level of proficiency.

The Seal of Biliteracy seeks to:
- Encourage students to study languages
- Certify attainment of biliteracy
- Provide employers with a method of identifying people with language and biliteracy skills
- Provide universities with a method to recognize and award academic credit to applicants seeking admission
- Prepare students with 21st century skills
- Recognize and promote second language instruction in public schools
- Strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and language of a community

The Seal of Biliteracy opens up opportunities for those pursuing higher education or joining the workforce. As the world increasingly becomes more global, the need for employees with bilingual and multilingual skills has increased.

Employers seek bilingual or multilingual individuals for reasons such as:

- Accessing expanding markets;

- Better serving customer needs;

- Reaching particular and wider ranges of audiences; or

- Opening a channel of communication with customers.

Linden's Multiple Pathways to Biliteracy
A long-term goal of the Linden Public Schools is to enable all students to graduate with high levels of language proficiency in at least two languages.

As described earlier in this document, having high levels of skills in at least two languages will equip our students to meet the demands and challenges of our interconnected, global world, and to play an active role as global citizens. At the secondary level, students have the opportunity to study a wide variety of World Languages: Chinese, French, German, Italian, Russian and Spanish.

As a district, we value of the linguist and cultural diversity of our students, families and community. We understand the language and culture that our ELLs bring to our schools are the foundation that all further literacies will be built upon. We strive to provide culturally sustaining pedagogy, encouraging students to maintain and expand their home languages, while also achieving high levels of English language proficiency.

For this reason, the Bilingual, ESL & World Languages department encourages and facilitates testing for all qualifying 12th grade students so that they may have an opportunity to attain the NJ Seal of Biliteracy. In general, it is anticipated that all students who study a World Language in grades 9-12, will have attained or exceeded the intermediate-mid level of proficiency required to earn the NJ Seal of Biliteracy.

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ELA/ESL Curriculum: Proficiency Levels 1-5
Grade 1

Unit 1
Social Relationships
The curriculum for Grades 1 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English.

Students will learn how people discover new things about themselves through experiences and relationships. In this unit, students will engage in listening, reading, writing and speaking activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers. Students will explore social relationships through being exposed to informational and fictional texts read aloud. These texts will help our multilingual learners build knowledge while developing phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension.   Students will learn vocabulary that will help them explain feelings and emotions, while developing skills needed to appreciate the unique characteristics of those around us.

In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels develop content and academic language simultaneously.

The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus. |

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
First Trimester 5-6 Weeks	Elementary School Grade 1 meet daily for ELA for a period of 80 minutes.	Levels 1 - 5

Stage 1: Identify Desired Results	
WIDA Standards	
Standard 1	**Language for Social and Instructional Purposes** English language learners communicate for social and instructional purposes within the school setting.
Standard 2	**Language for Language Arts** English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
Standard 3	**Language for Mathematics** English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
Standard 4	**Language for Science**

	English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
Standard 5	**Language for Social Studies** English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.
Vocabulary Usage	ELP 1 - Most common vocabulary ELP 2 - High frequency vocabulary ELP 3 - General and some specific vocabulary ELP 4 - Specialized and some technical vocabulary ELP 5 - Specialized and technical vocabulary
Language Forms and Conventions	ELP 1- Memorized language ELP 2 - Language with errors where meaning is obscured. ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words ELP 2 - Phrases, short sentences ELP 3 - Series of related sentences ELP 4 - Moderate discourse ELP 5 - Complex discourse
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
What language do students need in order to demonstrate comprehension and engage in the topic of friendships and social relations? How do students state likes and dislikes? How do students discuss feelings? What strategies can I use to better understand unfamiliar language? How can I make myself understood as a novice level speaker? Who am I and what is my place in the world? Why doesn't everyone see things the way I do?	Students will explore friendships and the world around them while discussion their own likes and dislikes as they develop skills and strategies across English modalities. Biliteracy is a valuable skill in a global community. Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.

	Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me. Everyone has a culture. It shapes how we see the world, ourselves and others.

Stage 2: Evidence	
Formative Assessments - Anecdotal records - Oral retell - Collaborative discussion - Tests - Quizzes - Exit tickets - Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric - Sorting/matching activities - Class polls - Performance tasks (borrowed from unit skills & vocabulary) - Listening comprehension tasks. - Online mini-assessments: Kahoot, NearPod, Seesaw, etc.	**Summative Assessments** - Journey's Unit Assessment - Teacher created Assessment - Benchmark Assessment – WIDA MODEL and/or ACCESS - Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the novice-mid level for across the interpretive, interpersonal modes of communication.

Unit Projects / Assessments:

At the end of this unit students will complete the suggested unit activity, "Picture Story". In this activity students will create a picture story describing people, places and events from their neighborhood. Using the appropriate scaffolds, students will gather information, write and present the story to their classmates.

- Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.

- Appropriate use of drawing, dictating, and/or writing to narrate a single event.

- Effective use of sequencing words (e.g., *first, next, then, last*), common adjectives used to describe emotions (e.g., *happy, sad, mad, excited*), pronouns (*I, he, she*), and simple present and past forms of common verbs (*to feel, to be*) to recount a narrative.

- Appropriate use of *wh-* questions (*who, what, when, where, why*), pronouns, and simple present and past forms of common verbs (*to feel, to be*) to ask and answer questions.

- Effective use of the conjunction *because* to elaborate on ideas.

- Appropriate language to ask and answer questions.

- Effective use of unit vocabulary.

Note: Stage 3: Learning Plan
How will the learning unfold over the course of the unit? The thematic units of the Grade 1 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational.   The goal of the Grade 1 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodologies

Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.
 	
    ▪ Linguistic Activities
    ▪ Logical-mathematical
    ▪ Spatial Bodily-Kinesthetic
    ▪ Interpretive, interpersonal and presentational
    ▪ Reading, listening, viewing
    ▪ Singing, drawing, dancing
    ▪ Build background knowledge
    ▪ Establish rules and model procedures for classroom discussions
    ▪ Pre-teach academic and content vocabulary for lesson
 	
Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.
 	
Sample Activities:
 	
Display pictures of various neighborhoods from different countries
	Sheltered Instruction Strategies
	Comprehension Based Communicative Language Teaching
	
	    • Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language.
	    • Teacher will use content area studies as the context for language learning.
	    • Teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.

Talk about things that you like to do Respond to greetings/ farewells, participate in TPR activities Pre-teach vocabulary in context. Draw a picture of a neighborhood and label different community members Draw and describe the map of the neighborhood and describe it to their peers Listen and demonstrate comprehension of stories read aloud Retell a story (beginning, middle end) after listening to or reading a story Use a Venn diagram to compare and contrast people or things. Compare and contrast two characters from a story or stories that you have read. Identify the letters of the alphabet, identify the names of vowels and consonants	

Scaffolds Per Proficiency Levels and Domain				
Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
Model one step-directions for students to follow Provide visual/graphic displays for students to match to social language Use realia that match vocabulary or oral statements Use L1 words/cognates when possible	Use manipulative visuals for students to manipulate in order to demonstrate sequence of story Use TPR Model matching or classifying oral descriptions to	Use graphics/realia to model following multi-step oral directions Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals Provide wait time	Use Venn Diagram to compare and contrast information heard Jigsaw discussions	Confirm students' prior knowledge of content topics

Allow students to listen to recorded audio as needed	real-life experiences or visually-represented information. Restate/rephrase and use similar sentence structures in oral routines	Use anticipation guides such as asking questions/discussing theme		

Domain: Speaking				
ELP1	ELP2	ELP3	ELP4	ELP5
Allow students to speak with peers in L1 if possible Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know. Ask simple yes/know questions Ask simple wh- questions about text Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Use L1, pictures, gestures, or single words and patterned responses Use sentence frame: A friend can_____. Or "I live in ____" Think-Pair-Share discussions Model responses of higher-order thinking using sentence frames: "I think _____ because _____" Allow Small group activities following teacher modeling	Provide Graphic Organizer for oral retell Prompt student to dialogue/collaboration Think-Pair-Share Scaffold responses to higher order thinking. "In my opinion____"	Model/Expect full sentence response Expect full answers to higher order thinking questions Encourage students to orally present/describe drawings to classmates	Model dialogue expected in discussion of ideas.

Domain: Reading				
ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1 if possible. Preview story with picture walk. Use picture cards Identify cognates and pre-teach vocabulary connecting to L1 when possible Use Teacher Read-Aloud with gestures	Preview text using KWL chart Modify length of reading passages Pre-teach vocabulary in text using pictures and cognates (if available) Student will retell sequence of	Use word wall with vocabulary relevant to lesson using pictures Offer text at student's proficiency level. Ask text-dependent questions	Model developing a story map. Ask inference/predictions questions	Provide Graphic Organizer for development of text summary

	events of text read using pictures/visual tools for students to manipulate			
Engage students in choral reading Student will retell sequence of events of story heard using pictures/visual tools for students to manipulate				

Domain: Writing				
ELP1	ELP2	ELP3	ELP4	ELP5
Create vocabulary notebook with images and L1 translation. Allow student to write words in L1 Allow students to draw picture Provide sentence frames with word bank and images. "My friend can ____." Label pictures with word from word bank.	Use PWIM model Model using Graphic Organizer to write down ideas Prompt students to engage in sharing of ideas. Use storyboard where students draw and write simple sentences Provide sentence frames: "My friend is _____ because ____".	Use Graphic Organizer Model writing full sentences Provide sentence stems: "My neighborhood is the best because ____" Use storyboard – using pictures and full sentences.	Prompt students to independent writing Encourage use of target vocabulary	Independent use of target vocabulary

What will Students know?
Students will know how to… • sequence events in a story. • use both text and graphic features to gain information. • ask and answer questions related to people and neighborhoods • give information about their friends and neighborhood • use key vocabulary, such as friend, pal, boy, girl, play, help, home, street • use academic vocabulary such as question, events, sequence

What will Students be able to do with the language?

Students will be able to
- Communicate for social and instructional purposes within the school setting.
- Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- Use prior knowledge to understand meanings of academic and unit vocabulary for people and neighborhoods

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 1 Tasks and their relation to the **New Jersey Student Learning Standards for Language Arts**	
Related NJSLS	Part 1 Comprehension and Collaboration Presentation of Knowledge and Ideas
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation.

Related NJSLS	Part 2 College and Career Readiness Anchor Standards for Reading Craft and Structure
Reading Literature	

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.3	Describe characters, settings, and major events in a story, using key details.
LA.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LA.RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LA.RL.1.6	Identify who is telling the story at various points in a text.
Reading Informational	
LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA.RI.1.6	Tell the difference between information provided by pictures or illustrations and information provided by words in a text.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.RI.1.8	Identify the key points an author makes in informational text and identify the textual evidence to support these points.
LA.RI.1.9	Compare and contrast two texts on the same topic (e.g., illustrations, descriptions, or procedures).
LA.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.

Related NJSLS	Part 3 College and Career Readiness Anchor Standards for Writing

	Production and Distribution of Writing Vocabulary Acquisition and Uses
LA.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LA.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LA.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LA.W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Vocabulary Acquisition and Use	
LA.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
LA.L.1.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.1.4.B	Use frequently occurring affixes and inflection (e.g., -ed, -s, - ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

Suggested Resources and Materials
Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Suggested Materials/Resources/Websites:

• Journeys Paired Selections
 	
    o *What is a Pal?/Friends Forever*
 	
    o *The Storm/Storms!*
 	
    o *Curious George at School/School Long Ago*

- o *Lucia's Neighborhood/City Mouse and Country Mouse*

- o *Gus Takes the Train/City Zoo*

- Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
- Journeys Write-In Readers
- Starfall.com
- Raz-kids for ELLs
- Epic!
- Seesaw
- Flipgrid
- ReadWorks
- Uniteforliteracy.org
- Storylineonline.net
- BrainPOP
- Scholastics
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA Standards (2020)	https://wida.wisc.edu/teach/standards/eld
New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	ELLs in Elementary School
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers
Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin-Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf

Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Scholastic	Unlocking Language for ELLs
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

Related NJSLS	**College and Career Ready Practices** Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	C Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related NJSLS	**Civic Financial Responsibility** Performance Expectations

9.1.2.CR.1:	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.
Related NJSLS	**Career Awareness and Planning** Performance Expectations
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.
Related NJSLS	**Creativity and Innovation** Performance Expectations
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
Related NJSLS	**Critical Thinking and Problem-solving** Performance Expectations
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
Related NJSLS	**Digital Citizenship** Performance Expectations
9.4.2.DC.1	Explain differences between ownership and sharing of information.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
9.4.2.DC.7	Describe actions peers can take to positively impact climate change.
Related NJSLS	**Global and Cultural Awareness** Performance Expectations
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
Related NJSLS	**Information and Media Literacy** Performance Expectations
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
9.4.2.IML.2	Represent data in a visual format to tell a story about the data.

9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social.
Related NJSLS	**Technology Literacy** Performance Expectations
9.4.2.TL.2	Create a document using a word processing application.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Social Studies Standards

Related NJSLS	**Civics, Government, and Human Rights: Civics and Political Institutions** Performance Expectations
6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
Related NJSLS	**Civics, Government, and Human Rights: Participation and Deliberation** Performance Expectations
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
Related NJSLS	**Civics, Government, and Human Rights: Democratic Principles** Performance Expectations
6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.
6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
Related NJSLS	**Civics, Government, and Human Rights: Processes and Rules** Performance Expectations
6.1.2.CivicsPR.1	Determine what makes a good rule or law.
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
Related NJSLS	**Civics, Government, and Human Rights: Civic Mindedness** Performance Expectations
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Comprehensive Health and Physical Education

Indicator Number	**Emotional Health** Indicator
2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

Accommodations, Modifications, and Teacher Strategies

504 Plans	**Gifted and Talent Accommodations and Modifications**	**Special Education and At-Risk Accommodations and Modifications**	**English Language Learners Accommodations and Modifications**
Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to: • walk, breathe, eat, or sleep • communicate, see, hear, or speak • read, concentrate, think, or learn • stand, bend, lift, or work Examples of accommodations in 504 plans include: • preferential seating • extended time on tests and assignments • reduced homework or classwork	• Allow for further independent research on topics of interest related to the unit of study • Advanced leveled readers and sources • Increase the level of complexity • Decrease scaffolding • Variety of finished products • Allow for greater independence • Learning stations, interest groups • Varied texts and supplementary materials • Use of technology • Flexibility in assignments • Varied questioning strategies • Encourage research • Strategy and flexible groups based on formative assessment or student choice • Acceleration within a unit of study	• Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products	• Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources • Guided notes with highlighted words and concepts • Use of Merriam-Webster's ELL dictionary • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products

• verbal, visual, or technology aids • modified textbooks or audio-video materials • behavior management support • adjusted class schedules or grading • verbal testing • excused lateness, absence, or missed classwork • pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy	• Exposure to more advanced or complex concepts, abstractions, and materials • Encourage students to move through content areas at their own pace • After mastery of a unit, provide students with more advanced learning activities, not more of the same activity • Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas	• Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate	• Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate

ELA/ESL Curriculum: Proficiency Levels 1-5
Grade 1

Unit 2

Having Fun

The curriculum for Grades 1 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English.

Students will engage in reading activities that will help them use background knowledge and learn more about social relationships. In this unit, students will engage in speaking and listening activities as well as reading and writing activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers. Students will explore the theme of "having fun" through being exposed to informational and fictional texts read aloud. These texts will help our multilingual learners build knowledge while developing phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension.   Students will learn vocabulary that will help them explain feelings and emotions, while developing skills needed to appreciate the unique characteristics of those around us.

In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels develop content and academic language simultaneously.

The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
First Trimester 5-6 Weeks	Elementary School Grade 1 meet daily for ELA for a period of 80 minutes.	Levels 1 - 5

Stage 1: Identify Desired Results
WIDA Standards

Standard 1	**Language for Social and Instructional Purposes** English language learners communicate for social and instructional purposes within the school setting.
Standard 2	**Language for Language Arts** English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
Standard 3	**Language for Mathematics** English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
Standard 4	**Language for Science**

English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.

Standard 5	**Language for Social Studies**
	English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.
Vocabulary	ELP 1 - Most common vocabulary
Usage	ELP 2 - High frequency vocabulary
	ELP 3 - General and some specific vocabulary
	ELP 4 - Specialized and some technical vocabulary
	ELP 5 - Specialized and technical vocabulary
Language	ELP 1- Memorized language
Forms and	ELP 2 - Language with errors where meaning is obscured.
Conventions	ELP 3 - Language with errors but meaning is retained.
	ELP 4 - Language with minimal errors.
	ELP 5 - Language comparable to English peers.
Linguistic	ELP 1 - Single words
Complexity	ELP 2 - Phrases, short sentences
	ELP 3 - Series of related sentences
	ELP 4 - Moderate discourse
	ELP 5 - Complex discourse
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
What language do students need in order to demonstrate comprehension and engage in the topic of working and playing together?	Students will explore friendships and the world around them while discussion their own likes and dislikes as they develop skills and strategies across English modalities.
How do students state likes and dislikes? How do students discuss feelings?	
What strategies can I use to better understand unfamiliar language?	Biliteracy is a valuable skill in a global community.
How can I make myself understood as a novice level speaker?	Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.
Who am I and what is my place in the world?	Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

Why doesn't everyone see things
the way I do?   Everyone has a culture. It shapes how we see the
                                       world, ourselves and others.

Stage 2: Evidence	
Formative Assessments	**Summative Assessments**
- Anecdotal records - Oral retell - Choral responses - Hand signals - Collaborative discussion - Tests - Quizzes - Exit tickets - Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric - Sorting/matching activities - Class polls - Performance tasks (borrowed from unit skills & vocabulary) - Listening comprehension tasks. - Online mini-assessments: Kahoot, NearPod, Seesaw, etc.	- Journey's Unit Assessment - Teacher created Assessment - Benchmark Assessment – WIDA MODEL and/or ACCESS - Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the novice-mid level for across the interpretive, interpersonal modes of communication.

Unit Projects / Assessments:

At the end of this unit students will complete the suggested unit activity, "Create a Sharing Tree". In this activity students will write the names of the story characters from the texts read in this unit, specifying the names of the characters that demonstrated an example of sharing in the text. Using the appropriate scaffolds, students will list the characters and write about the "sharing" event.

- Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.

- Appropriate use of drawing, dictating, and/or writing to narrate a single event.

- Effective use of sequencing words (e.g., *first, next, then, last*), common adjectives used to describe emotions (e.g., *happy, sad, mad, excited*), pronouns (*I, he, she*), and simple present and past forms of common verbs (*to feel, to be*) to recount a narrative.

- Appropriate use of *wh-* questions (*who, what, when, where, why*), pronouns, and simple present and past forms of common verbs (*to feel, to be*) to ask and answer questions.

- Effective use of the conjunction *because* to elaborate on ideas.

- Effective use of unit vocabulary.

Note: Stage 3: Learning Plan

How will the learning unfold over the course of the unit?

The thematic units of the Grade 1 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational.   The goal of the Grade 1 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodologies
Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.	Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching

Activities

- Linguistic Activities
- Logical-mathematical
- Spatial Bodily-Kinesthetic
- Interpretive, interpersonal and presentational
- Reading, listening, viewing
- Singing, drawing, dancing
- Build background knowledge
- Establish rules and model procedures for classroom discussions
- Pre-teach academic and content vocabulary for lesson

Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.

Methodologies

- Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language.
- Teacher will use content area studies as the context for language learning.
- Teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.

Sample Activities:

Students engage in listening activity and identifying different sounds they hear.

Talk about things that you like to do

Respond to greetings/ farewells, participate in TPR activities

Pre-teach vocabulary in context.
Read chant out-loud reinforcing vocabulary.

Students collaborate to describe characters' actions.

Listen and demonstrate comprehension of stories read aloud

Retell a story (beginning, middle end) after listening to or reading a story

Use a Venn diagram to compare and contrast people or things.

Compare and contrast two characters from a story or stories that you have read.

Identify the letters of the alphabet, identify the names of vowels and consonants

Scaffolds Per Proficiency Levels and Domain

Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
Model one step-directions for students to follow	Use manipulative visuals for students to manipulate in order to demonstrate sequence of story	Use graphics/realia to model following multi-step oral directions	Use Venn Diagram to compare and contrast information heard	Confirm students' prior knowledge of content topics
Provide visual/graphic displays for students to match to social language		Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals	Jigsaw discussions	
Use realia that match vocabulary or oral statements	Use TPR			
Use L1 words/cognates when possible	Model matching or classifying oral descriptions to			

Allow students to listen to recorded audio as needed	real-life experiences or visually-represented information. Restate/rephrase and use similar sentence structures in oral routines	Provide wait time Use anticipation guides such as asking questions/discussing theme

Domain: Speaking

ELP1	ELP2	ELP3	ELP4	ELP5
Allow students to speak with peers in L1 if possible Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know. Ask simple yes/know questions Ask simple wh- questions about text Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Use L1, pictures, gestures, or single words and patterned responses Use sentence frames such as: "I hear_____". "The children feel _____" together with word bank. Think-Pair-Share discussions Model responses of higher-order thinking using sentence frames: "I think _____ because _____" Allow Small group activities following teacher modeling	Provide Graphic Organizer for oral retell Prompt student to dialogue/collaboration Think-Pair-Share Scaffold responses to higher order thinking. "In my opinion_____"	Model/Expect full sentence response Expect full answers to higher order thinking questions Encourage students to orally present/describe drawings to classmates	Model dialogue expected in discussion of ideas.

Domain: Reading

ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1 if possible. Preview story with picture walk. Use picture cards Identify cognates and pre-teach vocabulary connecting to L1 when possible	Preview text using KWL chart Modify length of reading passages Pre-teach vocabulary in text using pictures and cognates (if available)	Use word wall with vocabulary relevant to lesson using pictures Offer text at student's proficiency level. Ask text-dependent questions	Model developing a story map. Ask inference/predictions questions	Provide Graphic Organizer for development of text summary

Use Teacher Read-Aloud with gestures

Engage students in choral reading

Students will retell sequence of events of story heard using pictures/visual tools for students to manipulate

Students will retell sequence of events of text read using pictures/visual tools for students to manipulate and say a sentence describing event in picture.

Students retell events in story following picture clues, using full sentences and sequencing words.

Domain: Writing				
ELP1	ELP2	ELP3	ELP4	ELP5
Create vocabulary notebook with images and L1 translation. Allow student to write words in L1 Allow students to draw picture Provide sentence frames with word bank and images. "I see____." Label pictures with word from word bank.	Use PWIM model Model using Graphic Organizer to write down ideas Prompt students to engage in sharing of ideas. Use storyboard where students draw and write simple sentences Provide sentence frames: "The character from ____ shared ____".	Use Graphic Organizer Model writing full sentences Provide sentence stems: "I like the character ____ because _____." Use storyboard – using pictures and full sentences.	Prompt students to independent writing Encourage use of target vocabulary	Independent use of target vocabulary

What will Students know?

Students will know how to…

- sequence events in a story.

- use both text and graphic features to gain information.
- identify the author's message
- use key vocabulary, such as sharing, friend, said, make, today, animal, give, put, after, message

- use academic vocabulary such as question, events, sequence, summary, lesson, write, sentence

What will Students be able to do with the language?

Students will be able to
- Communicate for social and instructional purposes within the school setting.
- Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- Recount events from narrative stories, including characters, setting, and plot details.

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 2 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts	
Related NJSLS	Part 1 Comprehension and Collaboration Presentation of Knowledge and Ideas
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation.
Related NJSLS	Part 2 College and Career Readiness Anchor Standards for Reading Craft and Structure

Reading Literature

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.3	Describe characters, settings, and major events in a story, using key details.
LA.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LA.RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LA.RL.1.6	Identify who is telling the story at various points in a text.

Reading Informational

LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA.RI.1.6	Tell the difference between information provided by pictures or illustrations and information provided by words in a text.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.RI.1.8	Identify the key points an author makes in informational text and identify the textual evidence to support these points.
LA.RI.1.9	Compare and contrast two texts on the same topic (e.g., illustrations, descriptions, or procedures).
LA.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.

Related NJSLS	Part 3 College and Career Readiness Anchor Standards for Writing

	Production and Distribution of Writing Vocabulary Acquisition and Uses
LA.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LA.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LA.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LA.W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Vocabulary Acquisition and Use

LA.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
LA.L.1.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.1.4.B	Use frequently occurring affixes and inflection (e.g., -ed, -s, - ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

Suggested Resources and Materials
Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Suggested Materials/Resources/Websites:
- Journeys Paired Selections
  - Jack and the Wolf/The Three Little Pigs
  - How Animals Communicate/Insect Messages
  - A Musical Day/Drums
  - Dr. Seuss/Two Poems from Dr. Seuss
  - A Cupcake Party/Happy Times
- Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
- Journeys Write-In Readers

- Starfall.com
- Raz-kids for ELLs
- Epic!
- Seesaw
- Flipgrid
- ReadWorks
- Uniteforliteracy.org
- Storylineonline.net
- BrainPOP
- Scholastics
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA Standards (2020)	https://wida.wisc.edu/teach/standards/eld
New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	ELLs in Elementary School
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers
Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin-Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf
Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/

Scholastic	Unlocking Language for ELLs
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

Related NJSLS	**College and Career Ready Practices** Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	C Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related NJSLS	**Civic Financial Responsibility** Performance Expectations
9.1.2.CR.1:	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.

Related NJSLS	**Career Awareness and Planning** Performance Expectations
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.

Related NJSLS	**Creativity and Innovation** Performance Expectations
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2	Demonstrate originality and inventiveness in work.

Related NJSLS	**Critical Thinking and Problem-solving** Performance Expectations
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Related NJSLS	**Digital Citizenship** Performance Expectations
9.4.2.DC.1	Explain differences between ownership and sharing of information.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
9.4.2.DC.7	Describe actions peers can take to positively impact climate change.

Related NJSLS	**Global and Cultural Awareness** Performance Expectations
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

Related NJSLS	**Information and Media Literacy** Performance Expectations
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
9.4.2.IML.2	Represent data in a visual format to tell a story about the data.
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

Related NJSLS	**Technology Literacy** Performance Expectations
9.4.2.TL.2	Create a document using a word processing application.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Social Studies Standards

Related NJSLS	**Civics, Government, and Human Rights: Civics and Political Institutions** Performance Expectations
6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.

Related NJSLS	**Civics, Government, and Human Rights: Participation and Deliberation** Performance Expectations
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.

Related NJSLS	**Civics, Government, and Human Rights: Democratic Principles** Performance Expectations
6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.
6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

Related NJSLS	**Civics, Government, and Human Rights: Processes and Rules** Performance Expectations
6.1.2.CivicsPR.1	Determine what makes a good rule or law.
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.

Related NJSLS	**Civics, Government, and Human Rights: Civic Mindedness** Performance Expectations
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Comprehensive Health and Physical Education

Indicator Number	**Emotional Health** Indicator

2.1.2.EH.1   Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.

2.1.2.EH.2   Identify what it means to be responsible and list personal responsibilities.

2.1.2.EH.3   Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

Accommodations, Modifications, and Teacher Strategies

504 Plans

Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:

- walk, breathe, eat, or sleep
- communicate, see, hear, or speak
- read, concentrate, think, or learn
- stand, bend, lift, or work

Examples of accommodations in 504 plans include:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support

Gifted and Talent Accommodations and Modifications

- Allow for further independent research on topics of interest related to the unit of study
- Advanced leveled readers and sources
- Increase the level of complexity
- Decrease scaffolding
- Variety of finished products
- Allow for greater independence
- Learning stations, interest groups
- Varied texts and supplementary materials
- Use of technology
- Flexibility in assignments
- Varied questioning strategies
- Encourage research
- Strategy and flexible groups based on formative assessment or student choice
- Acceleration within a unit of study
- Exposure to more advanced or complex concepts, abstractions, and materials

Special Education and At-Risk Accommodations and Modifications

- Focus on concept not details
- More visual prompts
- Leveled readers and teacher annotated sources
- Timelines and graphic organizers
- Remove unnecessary material, words, etc., that can distract from the content
- Use of off-grade level materials
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Time allowed
- Level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in "chunks"
- Varied texts and supplementary materials

English Language Learners Accommodations and Modifications

- Focus on concept not details
- More visual prompts
- Leveled readers and teacher annotated sources
- Guided notes with highlighted words and concepts
- Use of Merriam-Webster's ELL dictionary
- Timelines and graphic organizers
- Remove unnecessary material, words, etc., that can distract from the content
- Use of off-grade level materials
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Time allowed
- Level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in "chunks"
- Varied texts and supplementary materials

- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy

- Encourage students to move through content areas at their own pace
- After mastery of a unit, provide students with more advanced learning activities, not more of the same activity
- Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas

- Use technology, if available and appropriate
- Varied homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Ability to work at their own pace
- Present ideas using auditory, visual, kinesthetic, & tactile means
- Provide graphic organizers and/or highlighted materials
- Strategy and flexible groups based on formative assessment
- Differentiated checklists and rubrics, if available and appropriate

- Use technology, if available and appropriate
- Varied homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
- Use audio and visual supports, if available and appropriate
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- Differentiated checklists and rubrics, if available and appropriate

ELA/ESL Curriculum: Proficiency Levels 1-5
Grade 1

Unit 3

Nature Near and Far

The curriculum for Grades 1 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English.

Students will engage in reading activities that will help them use background knowledge and learn more about the similarities and differences between the lives of humans and animals. In this unit, students will engage in reading, writing, speaking and listening activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers. Students will explore the theme of "Nature Near and Far" through being exposed to informational and fictional texts read aloud. These texts will help our multilingual learners build knowledge while developing phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension. Students will

learn vocabulary that will help them explain elements of nature that surround us, while developing skills needed to appreciate the unique characteristics of those around us.

In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels develop content and academic language simultaneously.

- The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

-

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
First Trimester 5-6 Weeks	Elementary School Grade 1 meet daily for ELA for a period of 80 minutes.	Levels 1 - 5

Stage 1: Identify Desired Results
WIDA Standards

Standard 1	**Language for Social and Instructional Purposes**
	English language learners communicate for social and instructional purposes within the school setting.
Standard 2	**Language for Language Arts**
	English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
Standard 3	**Language for Mathematics**
	English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
Standard 4	**Language for Science**
	English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
Standard 5	**Language for Social Studies**
	English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.
Vocabulary Usage	ELP 1 - Most common vocabulary
	ELP 2 - High frequency vocabulary
	ELP 3 - General and some specific vocabulary
	ELP 4 - Specialized and some technical vocabulary
	ELP 5 - Specialized and technical vocabulary
Language Forms and Conventions	ELP 1- Memorized language
	ELP 2 - Language with errors where meaning is obscured.
	ELP 3 - Language with errors but meaning is retained.
	ELP 4 - Language with minimal errors.
	ELP 5 - Language comparable to English peers.

Linguistic	ELP 1 - Single words
Complexity	ELP 2 - Phrases, short sentences
	ELP 3 - Series of related sentences
	ELP 4 - Moderate discourse
	ELP 5 - Complex discourse
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
What language do students need in order to demonstrate comprehension and engage in the topic of environments and how they affect where we live? What language do students need in order to demonstrate comprehension and explain how animals and people are alike?	Students will explore the world around them and identify similarities and differences between their own lives and the lives of animals as they develop skills and strategies across English modalities.
How do students state likes and dislikes? How do students discuss feelings? What strategies can I use to better understand unfamiliar language? How can I make myself understood as a novice level speaker? Who am I and what is my place in the world? Why doesn't everyone see things the way I do?	Biliteracy is a valuable skill in a global community. Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying. Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me. Everyone has a culture. It shapes how we see the world, ourselves and others.

Stage 2: Evidence	
Formative Assessments	**Summative Assessments**

Formative Assessments	Summative Assessments
• Anecdotal records • Oral retell • Choral responses • Hand signals • Collaborative discussion • Tests • Quizzes • Exit tickets • Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric • Sorting/matching activities • Class polls • Performance tasks (borrowed from unit skills & vocabulary) • Listening comprehension tasks. • Online mini-assessments: Kahoot, NearPod, Seesaw, etc.	▪ Journey's Unit Assessment ▪ Teacher created Assessment ▪ Benchmark Assessment – WIDA MODEL and/or ACCESS ▪ Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the novice-mid level for across the interpretive, interpersonal modes of communication.

Unit Projects / Assessments:

At the end of this unit students will complete the suggested unit activity, "Research Animals". In this activity students will write an informational text about an animal of interest. Students will formulate questions that will guide them in the research. Students will utilize the information gathered to write a report about their favorite animal. Using the appropriate scaffolds, students will gather information, write and present the report to their classmates.

• Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.

• Appropriate use of drawing, dictating, and/or writing to narrate a single event.

• Effective use of sequencing words (e.g., *first, next, then, last*), common adjectives used to describe emotions (e.g., *happy, sad, mad, excited*), pronouns (*I, he, she*), and simple present and past forms of common verbs (*to feel, to be*) to recount a narrative.

• Appropriate use of *wh-* questions (*who, what, when, where, why*), pronouns, and simple present and past forms of common verbs (*to feel, to be*) to ask and answer questions.

• Effective use of the conjunction *because* to elaborate on ideas.

- Effective use of unit vocabulary.

Note: Stage 3: Learning Plan

How will the learning unfold over the course of the unit?

The thematic units of the Grade 1 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Grade 1 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodologies
Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.	Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching

Activities

Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.

- Linguistic Activities
- Logical-mathematical
- Spatial Bodily-Kinesthetic
- Interpretive, interpersonal and presentational
- Reading, listening, viewing
- Singing, drawing, dancing
- Build background knowledge
- Establish rules and model procedures for classroom discussions
- Pre-teach academic and content vocabulary for lesson

Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.

Sample Activities:

Students engage in listening activity and identifying different sounds they hear.

Display pictures of different animals – Label pictures

Create a list of different habitats

Methodologies

Sheltered Instruction Strategies
Comprehension Based Communicative Language Teaching

- Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language.
- Teacher will use content area studies as the context for language learning.
- Teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.

Pre-teach vocabulary in context.
Read chant out-loud reinforcing vocabulary.

Students collaborate to describe animals and their habitats.

Listen and demonstrate comprehension of stories read aloud

Retell a story (beginning, middle end) after listening to or reading a story

Use a Venn diagram to compare and contrast animals or environments.

Compare and contrast two animals from texts read.

Identify the letters of the alphabet, identify the names of vowels and consonants

Scaffolds Per Proficiency Levels and Domain

Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
Model one step-directions for students to follow	Use manipulative visuals for students to manipulate in order to demonstrate sequence of story	Use graphics/realia to model following multi-step oral directions	Use Venn Diagram to compare and contrast information heard	Confirm students' prior knowledge of content topics
Provide visual/graphic displays for students to match to social language		Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals	Jigsaw discussions	
Use realia that match vocabulary or oral statements	Use TPR			
Use L1 words/cognates when possible	Model matching or classifying oral descriptions to real-life experiences or visually-represented information.			
Allow students to listen to recorded audio as needed		Provide wait time		
		Use anticipation guides such as asking questions/discussing theme		
	Restate/rephrase and use similar sentence structures in oral routines			

Domain: Speaking

ELP1	ELP2	ELP3	ELP4	ELP5
Allow students to speak with peers in L1 if possible	Use L1, pictures, gestures, or single words and patterned responses	Provide Graphic Organizer for oral retell	Model/Expect full sentence response	Model dialogue expected in discussion of ideas.
Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know.	Use sentence frames such as: "A _____ eats _____" together with word bank.	Prompt student to dialogue/collaboration	Expect full answers to higher order thinking questions	
Ask simple yes/know questions		Think-Pair-Share	Encourage students to orally present/describe drawings to classmates	
Ask simple wh- questions about text	Think-Pair-Share discussions	Scaffold responses to higher order thinking. "In my opinion____"		
Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Model responses of higher-order thinking using sentence frames: "I think _____ because _____"			
	Allow Small group activities following teacher modeling			

Domain: Reading

ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1 if possible.	Preview text using KWL chart	Use word wall with vocabulary relevant to lesson using pictures	Model developing a story map.	Provide Graphic Organizer for development of text summary
Preview story with picture walk.	Modify length of reading passages	Offer text at student's proficiency level.	Ask inference/predictions questions	
Use picture cards	Pre-teach vocabulary in text using pictures and cognates (if available)	Ask text-dependent questions		
Identify cognates and pre-teach vocabulary connecting to L1 when possible				
Use Teacher Read-Aloud with gestures	Students will retell sequence of events of text read using pictures/visual tools for students to manipulate and say a sentence describing event in picture.	Students retell events in story following picture clues, using full sentences and sequencing words.		
Engage students in choral reading				
Students will retell sequence of events of story heard using pictures/visual tools for students to manipulate				

Domain: Writing

ELP1	ELP2	ELP3	ELP4	ELP5
Create vocabulary notebook with images and L1 translation.	Use PWIM model	Use Graphic Organizer	Prompt students to independent writing	Independent use of target vocabulary
Allow student to write words in L1	Model using Graphic Organizer to write down ideas	Model writing full sentences	Encourage use of target vocabulary	
Allow students to draw picture	Prompt students to engage in sharing of ideas.	Provide sentence stems: "I like the (animal) _____ because _____."		
Provide sentence frames with word bank and images. "I see____."	Use storyboard where students draw and write simple sentences	Use storyboard – using pictures and full sentences.		
Label pictures with word from word bank.	Provide sentence frames: "The animals live _____".			

What will Students know?

Students will know how to…

- sequence events in a story.

- use both text and graphic features to gain information.
- identify the author's message
- use key vocabulary, such as animals, home, swim, spot, hot, wet, win, chase, shape, size
- use academic vocabulary such as listen, consonant, compare, contrast, report, facts, inform

What will Students be able to do with the language?

Students will be able to
- Communicate for social and instructional purposes within the school setting.
- Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

- Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- Recount events from narrative stories, including characters, setting, and plot details.

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 3 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts	
Related NJSLS	Part 1 Comprehension and Collaboration Presentation of Knowledge and Ideas
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation.

Related NJSLS	Part 2 College and Career Readiness Anchor Standards for Reading Craft and Structure
Reading Literature	
LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.3	Describe characters, settings, and major events in a story, using key details.
LA.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LA.RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

LA.RL.1.6	Identify who is telling the story at various points in a text.

Reading Informational

LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA.RI.1.6	Tell the difference between information provided by pictures or illustrations and information provided by words in a text.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.RI.1.8	Identify the key points an author makes in informational text and identify the textual evidence to support these points.
LA.RI.1.9	Compare and contrast two texts on the same topic (e.g., illustrations, descriptions, or procedures).
LA.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.

Related NJSLS	Part 3 College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Vocabulary Acquisition and Uses
LA.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LA.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LA.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding

	what happened, use temporal words to signal event order, and provide some sense of closure.
LA.W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Vocabulary Acquisition and Use

LA.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
LA.L.1.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.1.4.B	Use frequently occurring affixes and inflection (e.g., -ed, -s, - ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Suggested Materials/Resources/Websites:
- Journeys Paired Selections
  - *At Home in the Ocean/Water*
  - *How Leopard Got His Spots/The Rainforest*
  - *Seasons/Four Seasons for Animals*
  - *The Big Race/Rules and Laws*
  - *Animal Groups/Animal Picnic*
- Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
- Journeys Write-In Readers
- Starfall.com
- Raz-kids for ELLs
- Epic!
- Seesaw
- Flipgrid
- ReadWorks
- Uniteforliteracy.org
- Storylineonline.net
- BrainPOP
- Scholastics
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA (2020)	https://wida.wisc.edu/teach/standards/eld
New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	ELLs in Elementary School
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers
Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin-Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf
Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Scholastic	Unlocking Language for ELLs
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

Related NJSLS	College and Career Ready Practices Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related NJSLS	Civic Financial Responsibility Performance Expectations
9.1.2.CR.1:	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.

Related NJSLS	Career Awareness and Planning Performance Expectations
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.

Related NJSLS	Creativity and Innovation Performance Expectations
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work.

Related NJSLS	Critical Thinking and Problem-solving Performance Expectations
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Related NJSLS	Digital Citizenship Performance Expectations

9.4.2.DC.1	Explain differences between ownership and sharing of information.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
9.4.2.DC.7	Describe actions peers can take to positively impact climate change.

Related NJSLS	**Global and Cultural Awareness** Performance Expectations
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

Related NJSLS	**Information and Media Literacy** Performance Expectations
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
9.4.2.IML.2	Represent data in a visual format to tell a story about the data.
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

Related NJSLS	**Technology Literacy** Performance Expectations
9.4.2.TL.2	Create a document using a word processing application.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Social Studies Standards

Related NJSLS	**Civics, Government, and Human Rights: Civics and Political Institutions** Performance Expectations
6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.

Related NJSLS	**Civics, Government, and Human Rights: Participation and Deliberation** Performance Expectations
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

| 6.1.2.CivicsPD.2 | Establish a process for how individuals can effectively work together to make decisions. |

Related NJSLS	**Civics, Government, and Human Rights: Democratic Principles** Performance Expectations
6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.
6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

Related NJSLS	**Civics, Government, and Human Rights: Processes and Rules** Performance Expectations
6.1.2.CivicsPR.1	Determine what makes a good rule or law.
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.

Related NJSLS	**Civics, Government, and Human Rights: Civic Mindedness** Performance Expectations
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

| VPA.1.3.5.C | Theater |

Comprehensive Health and Physical Education

Indicator Number	**Emotional Health** Indicator
2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

Accommodations, Modifications, and Teacher Strategies

504 Plans

Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:

- walk, breathe, eat, or sleep
- communicate, see, hear, or speak
- read, concentrate, think, or learn
- stand, bend, lift, or work

Examples of accommodations in 504 plans include:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy

Gifted and Talent Accommodations and Modifications

- Allow for further independent research on topics of interest related to the unit of study
- Advanced leveled readers and sources
- Increase the level of complexity
- Decrease scaffolding
- Variety of finished products
- Allow for greater independence
- Learning stations, interest groups
- Varied texts and supplementary materials
- Use of technology
- Flexibility in assignments
- Varied questioning strategies
- Encourage research
- Strategy and flexible groups based on formative assessment or student choice
- Acceleration within a unit of study
- Exposure to more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace
- After mastery of a unit, provide students with more advanced learning activities, not more of the same activity
- Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas

Special Education and At-Risk Accommodations and Modifications

- Focus on concept not details
- More visual prompts
- Leveled readers and teacher annotated sources
- Timelines and graphic organizers
- Remove unnecessary material, words, etc., that can distract from the content
- Use of off-grade level materials
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Time allowed
- Level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in "chunks"
- Varied texts and supplementary materials
- Use technology, if available and appropriate
- Varied homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Ability to work at their own pace
- Present ideas using auditory, visual, kinesthetic, & tactile means
- Provide graphic organizers and/or highlighted materials
- Strategy and flexible groups based on formative assessment

English Language Learners Accommodations and Modifications

- Focus on concept not details
- More visual prompts
- Leveled readers and teacher annotated sources
- Guided notes with highlighted words and concepts
- Use of Merriam-Webster's ELL dictionary
- Timelines and graphic organizers
- Remove unnecessary material, words, etc., that can distract from the content
- Use of off-grade level materials
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Time allowed
- Level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in "chunks"
- Varied texts and supplementary materials
- Use technology, if available and appropriate
- Varied homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
- Use audio and visual supports, if available and appropriate
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- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Ability to work at their own pace
- Present ideas using auditory, visual, kinesthetic, & tactile means
- Provide graphic organizers and/or highlighted materials
- Strategy and flexible groups based on formative assessment
- Differentiated checklists and rubrics, if available and appropriate

- Differentiated checklists and rubrics, if available and appropriate

ELA/ESL Curriculum: Proficiency Levels 1-5
Grade 1

Unit 4

Exploring Together

The curriculum for Grades 1 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English.

Students will engage in reading activities that will help them use background knowledge and learn more about the similarities and differences between places around the world. In this unit, students will engage in listening, reading, writing and speaking activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers. Students will explore the theme of "Exploring Together" through being exposed to informational and fictional texts read aloud. These texts will help our multilingual learners build knowledge while developing phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension.   Students will learn vocabulary that will help them explain how their senses can help them understand the world around them while developing skills needed to explore and appreciate the unique characteristics of the environment around us.

In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels develop content and academic language simultaneously.

- The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

-

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
First Trimester 5-6 Weeks	Elementary School Grade 1 meet daily for ELA for a period of 80 minutes.	Levels 1 - 5

Stage 1: Identify Desired Results

WIDA Standards

Standard 1	**Language for Social and Instructional Purposes**
	English language learners communicate for social and instructional purposes within the school setting.
Standard 2	**Language for Language Arts**
	English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
Standard 3	**Language for Mathematics**
	English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
Standard 4	**Language for Science**
	English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
Standard 5	**Language for Social Studies**
	English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.
Vocabulary Usage	ELP 1 - Most common vocabulary
	ELP 2 - High frequency vocabulary
	ELP 3 - General and some specific vocabulary
	ELP 4 - Specialized and some technical vocabulary
	ELP 5 - Specialized and technical vocabulary
Language Forms and Conventions	ELP 1- Memorized language
	ELP 2 - Language with errors where meaning is obscured.
	ELP 3 - Language with errors but meaning is retained.
	ELP 4 - Language with minimal errors.
	ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words
	ELP 2 - Phrases, short sentences
	ELP 3 - Series of related sentences
	ELP 4 - Moderate discourse
	ELP 5 - Complex discourse
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
What language do students need in order to demonstrate comprehension and engage in the topic of exploring? What language do students need in order to demonstrate comprehension and engage in explaining why it is important to	Students will explore the world around them while identifying facts about individuals as they develop skills and strategies across English modalities.

learn about people and places from long ago?

How do students state likes and dislikes?
How do students discuss feelings?

What strategies can I use to better understand unfamiliar language?

How can I make myself understood as a novice level speaker?

Who am I and what is my place in the world?

Why doesn't everyone see things the way I do?

Biliteracy is a valuable skill in a global community.

Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.

Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

Everyone has a culture. It shapes how we see the world, ourselves and others.

Stage 2: Evidence	
Formative Assessments	**Summative Assessments**

Formative Assessments

- Anecdotal records
- Oral retell
- Choral responses
- Hand signals
- Collaborative discussion
- Tests
- Quizzes
- Exit tickets
- Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric
- Sorting/matching activities
- Class polls
- Performance tasks (borrowed from unit skills & vocabulary)
- Listening comprehension tasks.
- Online mini-assessments: Kahoot, NearPod, Seesaw, etc.

Summative Assessments

- Journey's Unit Assessment
- Teacher created Assessment
- Benchmark Assessment – WIDA MODEL and/or ACCESS
- Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the novice-mid level for across the interpretive, interpersonal modes of communication.

Unit Projects / Assessments:

At the end of this unit students will complete an end of unit activity, "Friend Letter". In this activity students will write a friendly letter describing a location around them. Throughout the unit, students will develop vocabulary to describe a location using the five senses. At the end of unit students will compose a friendly letter describing their exploration. Using the appropriate scaffolds, students will gather information, write and share their letters with their classmates.

- Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.
- Appropriate use of drawing, dictating, and/or writing to narrate a single event.
- Effective use of sequencing words (e.g., *first, next, then, last*), common adjectives used to describe emotions (e.g., *happy, sad, mad, excited*), pronouns (*I, he, she*), and simple present and past forms of common verbs (*to feel, to be*) to recount a narrative.
- Appropriate use of *wh-* questions (*who, what, when, where, why*), pronouns, and simple present and past forms of common verbs (*to feel, to be*) to ask and answer questions.
- Effective use of the conjunction *because* to elaborate on ideas.

Note: Stage 3: Learning Plan

How will the learning unfold over the course of the unit?

The thematic units of the Grade 1 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Grade 1 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodologies
Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement. ▪ Linguistic Activities ▪ Logical-mathematical ▪ Spatial Bodily-Kinesthetic ▪ Interpretive, interpersonal and presentational ▪ Reading, listening, viewing ▪ Singing, drawing, dancing ▪ Build background knowledge	Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching • Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language.

- Establish rules and model procedures for classroom discussions
- Pre-teach academic and content vocabulary for lesson

Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.

Sample Activities:

Students engage in listening activity and identifying different sounds they hear.

Display pictures of different locations around the world – Label pictures

Provide manipulatives that students can describe using their senses

Pre-teach vocabulary in context.
Read chant out-loud reinforcing vocabulary.

Students collaborate to describe animals and their habitats.

Listen and demonstrate comprehension of stories read aloud

Retell a story (beginning, middle end) after listening to or reading a story

Use a Venn diagram to compare and contrast animals or environments.

Compare and contrast two animals from texts read.

Identify the letters of the alphabet, identify the names of vowels and consonants

- Teacher will use content area studies as the context for language learning.
- Teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.

Scaffolds Per Proficiency Levels and Domain

Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5

Model one step-directions for students to follow Provide visual/graphic displays for students to match to social language Use realia that match vocabulary or oral statements Use L1 words/cognates when possible Allow students to listen to recorded audio as needed	Use manipulative visuals for students to manipulate in order to demonstrate sequence of story Use TPR Model matching or classifying oral descriptions to real-life experiences or visually-represented information. Restate/rephrase and use similar sentence structures in oral routines	Use graphics/realia to model following multi-step oral directions Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals Provide wait time Use anticipation guides such as asking questions/discussing theme	Use Venn Diagram to compare and contrast information heard Jigsaw discussions	Confirm students' prior knowledge of content topics

Domain: Speaking				
ELP1	ELP2	ELP3	ELP4	ELP5
Allow students to speak with peers in L1 if possible Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know. Ask simple yes/know questions Ask simple wh- questions about text Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Use L1, pictures, gestures, or single words and patterned responses Use sentence frames such as: "The _____ feels _____" together with word bank. Think-Pair-Share discussions Model responses of higher-order thinking using sentence frames: "I think _____ because _____" Allow Small group activities following teacher modeling	Provide Graphic Organizer for oral retell Prompt student to dialogue/collaboration Think-Pair-Share Scaffold responses to higher order thinking. "In my opinion____"	Model/Expect full sentence response Expect full answers to higher order thinking questions Encourage students to orally present/describe drawings to classmates	Model dialogue expected in discussion of ideas.

Domain: Reading				
ELP1	ELP2	ELP3	ELP4	ELP5

Preview story in L1 if possible. Preview story with picture walk. Use picture cards Identify cognates and pre-teach vocabulary connecting to L1 when possible Use Teacher Read-Aloud with gestures Engage students in choral reading Students will retell sequence of events of story heard using pictures/visual tools for students to manipulate	Preview text using KWL chart Modify length of reading passages Pre-teach vocabulary in text using pictures and cognates (if available) Students will retell sequence of events of text read using pictures/visual tools for students to manipulate and say a sentence describing event in picture.	Use word wall with vocabulary relevant to lesson using pictures Offer text at student's proficiency level. Ask text-dependent questions Students retell events in story following picture clues, using full sentences and sequencing words.	Model developing a story map. Ask inference/predictions questions	Provide Graphic Organizer for development of text summary

Domain: Writing				
ELP1	ELP2	ELP3	ELP4	ELP5
Create vocabulary notebook with images and L1 translation. Allow student to write words in L1 Allow students to draw picture Provide sentence frames with word bank and images. "I see____." Label pictures with word from word bank.	Use PWIM model Model using Graphic Organizer to write down ideas Prompt students to engage in sharing of ideas. Use storyboard where students draw and write simple sentences Provide sentence frames: "Around me I can see ____".	Use Graphic Organizer Model writing full sentences Provide sentence stems: "When I touch ____ I feel _____ because _____." Use storyboard – using pictures and full sentences.	Prompt students to independent writing Encourage use of target vocabulary	Independent use of target vocabulary

What will Students know?

Students will know how to…

- sequence events in a story.

- use both text and graphic features to gain information.
- identify the author's message
- use key vocabulary, such as around, carry, bring, because, light, show, think, ground, right, work, safe, space, trip, pick, far, find
- use academic vocabulary such as topic, main idea, details, question, listen, consonant, compare, contrast, sequence of events

What will Students be able to do with the language?

Students will be able to
- Communicate for social and instructional purposes within the school setting.
- Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- Recount events from narrative stories, including characters, setting, and plot details.

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 4 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts	
Related NJSLS	Part 1 Comprehension and Collaboration Presentation of Knowledge and Ideas
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LA.SL.1.6	Produce complete sentences when appropriate to task and situation.

Related NJSLS	Part 2 College and Career Readiness Anchor Standards for Reading Craft and Structure

Reading Literature

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.3	Describe characters, settings, and major events in a story, using key details.
LA.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LA.RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LA.RL.1.6	Identify who is telling the story at various points in a text.

Reading Informational

LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA.RI.1.6	Tell the difference between information provided by pictures or illustrations and information provided by words in a text.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.RI.1.8	Identify the key points an author makes in informational text and identify the textual evidence to support these points.

LA.RI.1.9	Compare and contrast two texts on the same topic (e.g., illustrations, descriptions, or procedures).
LA.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.

Related NJSLS	Part 3 College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Vocabulary Acquisition and Uses
LA.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LA.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LA.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LA.W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Vocabulary Acquisition and Use

LA.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
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  - *The Big Trip/Lewis and Clark's Big Trip*
  - *Where Does Food Come From? / Jack and the Beanstalk*
  - *Tomás Rivera/Life Then and Now*
  - *Little Rabbit's Tale/ Silly Poems*
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Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin-Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf

Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Scholastic	Unlocking Language for ELLs
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

Related NJSLS	**College and Career Ready Practices** Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	C Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related NJSLS	**Civic Financial Responsibility** Performance Expectations
9.1.2.CR.1:	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.

Related NJSLS	**Career Awareness and Planning** Performance Expectations
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.

Related NJSLS	**Creativity and Innovation** Performance Expectations
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work.

Related NJSLS	**Critical Thinking and Problem-solving** Performance Expectations
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Related NJSLS	**Digital Citizenship** Performance Expectations
9.4.2.DC.1	Explain differences between ownership and sharing of information.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
9.4.2.DC.7	Describe actions peers can take to positively impact climate change.

Related NJSLS	**Global and Cultural Awareness** Performance Expectations
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

Related NJSLS	**Information and Media Literacy** Performance Expectations
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
9.4.2.IML.2	Represent data in a visual format to tell a story about the data.

9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

Related NJSLS	**Technology Literacy** Performance Expectations
9.4.2.TL.2	Create a document using a word processing application.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Social Studies Standards

Related NJSLS	**Civics, Government, and Human Rights: Civics and Political Institutions** Performance Expectations
6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.

Related NJSLS	**Civics, Government, and Human Rights: Participation and Deliberation** Performance Expectations
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.

Related NJSLS	**Civics, Government, and Human Rights: Democratic Principles** Performance Expectations
6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.
6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

Related NJSLS	**Civics, Government, and Human Rights: Processes and Rules** Performance Expectations
6.1.2.CivicsPR.1	Determine what makes a good rule or law.
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.

Related NJSLS	**Civics, Government, and Human Rights: Civic Mindedness** Performance Expectations
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Related NJSLS	**History, Culture, and Perspectives: Continuity and Change** Performance Expectations
6.1.2.HistoryCC.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.HistoryCC.2	Use a timeline of important events to make inferences about the "big picture" of history.
6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.

Related NJSLS	**History, Culture, and Perspectives: Understanding Perspectives** Performance Expectations
6.1.2.HistoryUP.1	Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event
6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

Related NJSLS	**History, Culture, and Perspectives: Historical Sourcing and Evidence** Performance Expectations
6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
6.1.2.HistorySE.2	Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry**,** novels, plays).
6.1.2.HistorySE.3	Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).

Related NJSLS	• **History, Culture, and Perspectives: Claims and Argumentation** Performance Expectations

- 6.1.2.HistoryCA.1
- Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

VPA.1.3.5.C   Theater

Comprehensive Health and Physical Education

Indicator Number	**Emotional Health** Indicator
2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

Accommodations, Modifications, and Teacher Strategies

504 Plans

Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:

- walk, breathe, eat, or sleep
- communicate, see, hear, or speak
- read, concentrate, think, or learn
- stand, bend, lift, or work

Examples of accommodations in 504 plans include:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy

Gifted and Talent Accommodations and Modifications

- Allow for further independent research on topics of interest related to the unit of study
- Advanced leveled readers and sources
- Increase the level of complexity
- Decrease scaffolding
- Variety of finished products
- Allow for greater independence
- Learning stations, interest groups
- Varied texts and supplementary materials
- Use of technology
- Flexibility in assignments
- Varied questioning strategies
- Encourage research
- Strategy and flexible groups based on formative assessment or student choice
- Acceleration within a unit of study
- Exposure to more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace
- After mastery of a unit, provide students with more advanced learning activities, not more of the same activity
- Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas

Special Education and At-Risk Accommodations and Modifications

- Focus on concept not details
- More visual prompts
- Leveled readers and teacher annotated sources
- Timelines and graphic organizers
- Remove unnecessary material, words, etc., that can distract from the content
- Use of off-grade level materials
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Time allowed
- Level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in "chunks"
- Varied texts and supplementary materials
- Use technology, if available and appropriate
- Varied homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Ability to work at their own pace
- Present ideas using auditory, visual, kinesthetic, & tactile means
- Provide graphic organizers and/or highlighted materials
- Strategy and flexible groups based on formative assessment
- Differentiated checklists and rubrics, if available and appropriate

English Language Learners Accommodations and Modifications

- Focus on concept not details
- More visual prompts
- Leveled readers and teacher annotated sources
- Guided notes with highlighted words and concepts
- Use of Merriam-Webster's ELL dictionary
- Timelines and graphic organizers
- Remove unnecessary material, words, etc., that can distract from the content
- Use of off-grade level materials
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Time allowed
- Level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in "chunks"
- Varied texts and supplementary materials
- Use technology, if available and appropriate
- Varied homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Ability to work at their own pace
- Present ideas using auditory, visual, kinesthetic, & tactile means
- Provide graphic organizers and/or highlighted materials
- Strategy and flexible groups based on formative assessment
- Differentiated checklists and rubrics, if available and appropriate

ELA/ESL Curriculum: Proficiency Levels 1-5
Grade 1

Unit 5

Watch Us Grow

The curriculum for Grades 1 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English.

Students will engage in reading activities that will help them use background knowledge and learn more about how things around us are always growing and changing. In this unit, students will engage in listening, reading, writing and speaking activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers. Students will explore the theme of "Watch Us Grow" through being exposed to informational and fictional texts read aloud and in shared reading. These texts will help our multilingual learners build knowledge while developing phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension.   Students will learn vocabulary that will help them analyze and explain how they have grown and changed; while developing skills needed to explain things that they can do now that they couldn't do before.

In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels develop content and academic language simultaneously.

- The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

-

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
First Trimester 5-6 Weeks	Elementary School Grade 1 meet daily for ELA for a period of 80 minutes.	Levels 1 - 5

Stage 1: Identify Desired Results
WIDA Standards

Standard 1	**Language for Social and Instructional Purposes**
	English language learners communicate for social and instructional purposes within the school setting.
Standard 2	**Language for Language Arts**

	English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
Standard 3	**Language for Mathematics**
	English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
Standard 4	**Language for Science**
	English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
Standard 5	**Language for Social Studies**
	English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.
Vocabulary Usage	ELP 1 - Most common vocabulary
	ELP 2 - High frequency vocabulary
	ELP 3 - General and some specific vocabulary
	ELP 4 - Specialized and some technical vocabulary
	ELP 5 - Specialized and technical vocabulary
Language Forms and Conventions	ELP 1- Memorized language
	ELP 2 - Language with errors where meaning is obscured.
	ELP 3 - Language with errors but meaning is retained.
	ELP 4 - Language with minimal errors.
	ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words
	ELP 2 - Phrases, short sentences
	ELP 3 - Series of related sentences
	ELP 4 - Moderate discourse
	ELP 5 - Complex discourse
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
What language do students need in order to demonstrate comprehension and engage in the topic of growing and changing? What language do students need in order to demonstrate comprehension and engage in explaining why it is important to take care of all living things?	Students will explore how characters grow and change while collaborating in identifying ways to take care of living things as they develop skills and strategies across English modalities.
How do students state likes and dislikes? How do students discuss feelings?	Biliteracy is a valuable skill in a global community.

What strategies can I use to better understand unfamiliar language?	Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.
How can I make myself understood as a novice level speaker?	Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.
Who am I and what is my place in the world?	Everyone has a culture. It shapes how we see the world, ourselves and others.
Why doesn't everyone see things the way I do?	

Formative Assessments

- Anecdotal records
- Oral retell
- Choral responses
- Hand signals
- Collaborative discussion
- Tests
- Quizzes
- Exit tickets
- Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric
- Sorting/matching activities
- Class polls
- Performance tasks (borrowed from unit skills & vocabulary)
- Listening comprehension tasks.
- Online mini-assessments: Kahoot, NearPod, Seesaw, etc.

Summative Assessments

- Journey's Unit Assessment
- Teacher created Assessment
- Benchmark Assessment – WIDA MODEL and/or ACCESS
- Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the novice-mid level for across the interpretive, interpersonal modes of communication.

Unit Projects / Assessments:

At the end of this unit students will complete an end of unit activity, "How I have Grown". In this activity students will write a story about animals that have changed. Students will use details from the texts read, as well as from information shared by classmates.

- Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.

- Appropriate use of drawing, dictating, and/or writing to narrate a single event.

- Effective use of sequencing words (e.g., *first, next, then, last*), common adjectives used to describe emotions (e.g., *happy, sad, mad, excited*), pronouns (*I, he, she*), and simple present and past forms of common verbs (*to feel, to be*) to recount a narrative.

- Appropriate use of *wh-* questions (*who, what, when, where, why*), pronouns, and simple present and past forms of common verbs (*to feel, to be*) to ask and answer questions.

- Effective use of the conjunction *because* to elaborate on ideas.

- Effective use of unit vocabulary.

Note: Stage 3: Learning Plan

How will the learning unfold over the course of the unit?

The thematic units of the Grade 1 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational.   The goal of the Grade 1 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodologies
Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement. - Linguistic Activities - Logical-mathematical - Spatial Bodily-Kinesthetic - Interpretive, interpersonal and presentational - Reading, listening, viewing - Singing, drawing, dancing - Build background knowledge - Establish rules and model procedures for classroom discussions - Pre-teach academic and content vocabulary for lesson	Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching - Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. - Teacher will use content area studies as the context for language learning. - Teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and

Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.

the development of fluency within the limited scope of our curricular targets.

Sample Activities:

Students engage in oral discussion of how animals grow and change. Share picture cards of kitten/cat, cub/bear, puppy/dog

Display pictures of living things - Label pictures

Provide manipulatives that students can describe using their senses

Pre-teach vocabulary in context.
Read chant out-loud reinforcing vocabulary.

Students collaborate to describe how things grow and change

Listen and demonstrate comprehension of stories read aloud

Retell a story (beginning, middle end) after listening to or reading a story

Use a Venn diagram to compare and contrast animals when they are babies and when they are grown up.

Compare and contrast two animals from texts read.

Identify the letters of the alphabet, identify the names of vowels and consonants

Scaffolds Per Proficiency Levels and Domain

Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
Model one step-directions for students to follow	Use manipulative visuals for students to manipulate in order to demonstrate sequence of story	Use graphics/realia to model following multi-step oral directions	Use Venn Diagram to compare and contrast information heard	Confirm students' prior knowledge of content topics
Provide visual/graphic displays for students to match to social language	Use TPR	Orally and using gestures emphasize key words from text to	Jigsaw discussions	

Use realia that match vocabulary or oral statements

Use L1 words/cognates when possible

Allow students to listen to recorded audio as needed

Model matching or classifying oral descriptions to real-life experiences or visually-represented information.

Restate/rephrase and use similar sentence structures in oral routines

match main ideas of familiar text read aloud to visuals

Provide wait time

Use anticipation guides such as asking questions/discussing theme

Domain: Speaking				
ELP1	ELP2	ELP3	ELP4	ELP5
Allow students to speak with peers in L1 if possible Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know. Ask simple yes/know questions Ask simple wh- questions about text Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Use L1, pictures, gestures, or single words and patterned responses Use sentence frames such as: "The characters are ____" together with word bank. Think-Pair-Share discussions Model responses of higher-order thinking using sentence frames: "I think _____ because _____" Allow Small group activities following teacher modeling	Provide Graphic Organizer for oral retell Prompt student to dialogue/collaboration Think-Pair-Share Scaffold responses to higher order thinking. "In my opinion____"	Model/Expect full sentence response Expect full answers to higher order thinking questions Encourage students to orally present/describe drawings to classmates	Model dialogue expected in discussion of ideas.

Domain: Reading				
ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1 if possible. Preview story with picture walk. Use picture cards	Preview text using KWL chart Modify length of reading passages Pre-teach vocabulary in text	Use word wall with vocabulary relevant to lesson using pictures Offer text at student's proficiency level.	Model developing a story map. Ask inference/predictions questions	Provide Graphic Organizer for development of text summary

Identify cognates and pre-teach vocabulary connecting to L1 when possible Use Teacher Read-Aloud with gestures Engage students in choral reading Students will retell sequence of events of story heard using pictures/visual tools for students to manipulate	using pictures and cognates (if available) Students will retell sequence of events of text read using pictures/visual tools for students to manipulate and say a sentence describing event in picture.	Ask text-dependent questions Students retell events in story following picture clues, using full sentences and sequencing words.

Domain: Writing				
ELP1	ELP2	ELP3	ELP4	ELP5
Create vocabulary notebook with images and L1 translation. Allow student to write words in L1 Allow students to draw picture Provide sentence frames with word bank and images. "I have a pet ___. I take care of my pet when I ____" Label pictures with word from word bank.	Use PWIM model Model using Graphic Organizer to write down ideas Prompt students to engage in sharing of ideas. Use storyboard where students draw and write simple sentences Provide sentence frames: "A cat has ____ and ____".	Use Graphic Organizer Model writing full sentences Provide sentence stems: "An elephant trunk is helpful because _____. Another reason ____" Use storyboard – using pictures and full sentences.	Prompt students to independent writing Encourage use of target vocabulary	Independent use of target vocabulary

What will Students know?

Students will know how to…

- sequence events in a story.

- use both text and graphic features to gain information.

- identify the author's message
- use key vocabulary, such as ground, grow, sun, protect, born, pretend, seasons, move, new, world, baby, years, together, almost, cover, school, family
- use academic vocabulary such as characters, sentence, visualize, verb, classify, question, compare, contrast, sequence of events

What will Students be able to do with the language?

Students will be able to
- Communicate for social and instructional purposes within the school setting.
- Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- Recount events from narrative stories, including characters, setting, and plot details.

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 5 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts	
Related NJSLS	Part 1 Comprehension and Collaboration Presentation of Knowledge and Ideas
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation.

Related NJSLS	Part 2 College and Career Readiness Anchor Standards for Reading Craft and Structure

Reading Literature

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.3	Describe characters, settings, and major events in a story, using key details.
LA.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LA.RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LA.RL.1.6	Identify who is telling the story at various points in a text.

Reading Informational

LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA.RI.1.6	Tell the difference between information provided by pictures or illustrations and information provided by words in a text.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.RI.1.8	Identify the key points an author makes in informational text and identify the textual evidence to support these points.
LA.RI.1.9	Compare and contrast two texts on the same topic (e.g., illustrations, descriptions, or procedures).
LA.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.

Related NJSLS	Part 3 College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Vocabulary Acquisition and Uses
LA.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LA.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LA.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LA.W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Vocabulary Acquisition and Use

LA.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
LA.L.1.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.1.4.B	Use frequently occurring affixes and inflection (e.g., -ed, -s, - ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Suggested Materials/Resources/Websites:
- Journeys Paired Selections
  - *Frog and Toad Together "The Garden"/Garden Good Guys*
  - *Amazing Animals/The Ugly Duckling*
  - *Whistle for Willie/Pet Poems*

- - *A Tree is a Plant/Grow, Apples Grow!*
  - *The New Friend/ Symbols of our Country*
- Journeys Big Book: *Up, Down, and Around*
- Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
- Journeys Write-In Readers
- Starfall.com
- Raz-kids for ELLs
- Epic!
- Seesaw
- Flipgrid
- ReadWorks
- Uniteforliteracy.org
- Storylineonline.net
- BrainPOP
- Scholastics
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA Standards (2020)	https://wida.wisc.edu/teach/standards/eld
New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	ELLs in Elementary School
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers
Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin-Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf

Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Scholastic	Unlocking Language for ELLs
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

Related NJSLS	**College and Career Ready Practices** Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	C Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related NJSLS	**Civic Financial Responsibility** Performance Expectations

| 9.1.2.CR.1: | Recognize ways to volunteer in the classroom, school and community. |
| 9.1.2.CR.2 | List ways to give back, including making donations, volunteering, and starting a business. |

Related NJSLS	**Career Awareness and Planning** Performance Expectations
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.

Related NJSLS	**Creativity and Innovation** Performance Expectations
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work.

Related NJSLS	**Critical Thinking and Problem-solving** Performance Expectations
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Related NJSLS	**Digital Citizenship** Performance Expectations
9.4.2.DC.1	Explain differences between ownership and sharing of information.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
9.4.2.DC.7	Describe actions peers can take to positively impact climate change.

Related NJSLS	**Global and Cultural Awareness** Performance Expectations
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

Related NJSLS	**Information and Media Literacy** Performance Expectations
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
9.4.2.IML.2	Represent data in a visual format to tell a story about the data.
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

Related NJSLS	**Technology Literacy** Performance Expectations
9.4.2.TL.2	Create a document using a word processing application.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Social Studies Standards

Related NJSLS	**Civics, Government, and Human Rights: Civics and Political Institutions** Performance Expectations
6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.

Related NJSLS	**Civics, Government, and Human Rights: Participation and Deliberation** Performance Expectations
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.

Related NJSLS	**Civics, Government, and Human Rights: Democratic Principles** Performance Expectations
6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.
6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

Related NJSLS	**Civics, Government, and Human Rights: Processes and Rules** Performance Expectations
6.1.2.CivicsPR.1	Determine what makes a good rule or law.
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.

6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.

Related NJSLS	**Active Citizenship in the 21st Century** Performance Expectations
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Related NJSLS	**Civics, Government, and Human Rights: Participation and Deliberation** Performance Expectations
• 6.3.2.CivicsPD.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

Related NJSLS	**Geography, People and the Environment: Global Interconnections** Performance Expectations
• 6.3.2.GeoGI.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
• 6.3.2.GeoGI.2	Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

VPA.1.3.5.C	Theater

Comprehensive Health and Physical Education

Indicator Number	**Emotional Health** Indicator
2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

Science Standards

Related NJSLS	**From Molecules to Organisms: Structure and Processes** Performance Expectations
1-LS1-2.LS1.B	• Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

1-LS3-2.LS3.A • Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Accommodations, Modifications, and Teacher Strategies

504 Plans

Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:

- walk, breathe, eat, or sleep
- communicate, see, hear, or speak
- read, concentrate, think, or learn
- stand, bend, lift, or work

Examples of accommodations in 504 plans include:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy

Gifted and Talent Accommodations and Modifications

- Allow for further independent research on topics of interest related to the unit of study
- Advanced leveled readers and sources
- Increase the level of complexity
- Decrease scaffolding
- Variety of finished products
- Allow for greater independence
- Learning stations, interest groups
- Varied texts and supplementary materials
- Use of technology
- Flexibility in assignments
- Varied questioning strategies
- Encourage research
- Strategy and flexible groups based on formative assessment or student choice
- Acceleration within a unit of study
- Exposure to more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace
- After mastery of a unit, provide students with more advanced learning activities, not more of the same activity
- Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas

Special Education and At-Risk Accommodations and Modifications

- Focus on concept not details
- More visual prompts
- Leveled readers and teacher annotated sources
- Timelines and graphic organizers
- Remove unnecessary material, words, etc., that can distract from the content
- Use of off-grade level materials
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Time allowed
- Level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in "chunks"
- Varied texts and supplementary materials
- Use technology, if available and appropriate
- Varied homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Ability to work at their own pace
- Present ideas using auditory, visual, kinesthetic, & tactile means
- Provide graphic organizers and/or highlighted materials

English Language Learners Accommodations and Modifications

- Focus on concept not details
- More visual prompts
- Leveled readers and teacher annotated sources
- Guided notes with highlighted words and concepts
- Use of Merriam-Webster's ELL dictionary
- Timelines and graphic organizers
- Remove unnecessary material, words, etc., that can distract from the content
- Use of off-grade level materials
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Time allowed
- Level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in "chunks"
- Varied texts and supplementary materials
- Use technology, if available and appropriate
- Varied homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
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- Meet with small groups to reteach idea/skill
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- Ability to work at their own pace
- Present ideas using auditory, visual, kinesthetic, & tactile means
- Provide graphic organizers and/or highlighted materials

- Strategy and flexible groups based on formative assessment
- Differentiated checklists and rubrics, if available and appropriate

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- Differentiated checklists and rubrics, if available and appropriate

ELA/ESL Curriculum: Proficiency Levels 1-5
Grade 1

Unit 6

Three Cheers for Us!

The curriculum for Grades 1 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English.

Students will engage in reading activities that will help them use background knowledge and learn more about learning something new. In this unit, students will engage in speaking, writing, reading and listening activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers. Students will explore the theme of "Three Cheers for Us!" through being exposed to informational and fictional texts read aloud and in shared reading. These texts will help our multilingual learners build knowledge while developing phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension.   Students will learn vocabulary that will help them identify something new they have learned and identify what they had to do to learn it; while developing skills needed to explain things that they can do now that they couldn't do before.

In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels develop content and academic language simultaneously.

- The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

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Suggested Pacing	Frequency of Instruction	Proficiency Level Target
First Trimester 5-6 Weeks	Elementary School Grade 1 meet daily for ELA for a period of 80 minutes.	Levels 1 - 5

Stage 1: Identify Desired Results
WIDA Standards

Standard 1   **Language for Social and Instructional Purposes**
English language learners communicate for social and instructional purposes within the school setting.

Standard 2   **Language for Language Arts**
English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

Standard 3   **Language for Mathematics**
English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.

Standard 4   **Language for Science**
English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.

Standard 5   **Language for Social Studies**

English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

Vocabulary Usage	ELP 1 - Most common vocabulary
	ELP 2 - High frequency vocabulary
	ELP 3 - General and some specific vocabulary
	ELP 4 - Specialized and some technical vocabulary
	ELP 5 - Specialized and technical vocabulary
Language Forms and Conventions	ELP 1- Memorized language
	ELP 2 - Language with errors where meaning is obscured.
	ELP 3 - Language with errors but meaning is retained.
	ELP 4 - Language with minimal errors.
	ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words
	ELP 2 - Phrases, short sentences
	ELP 3 - Series of related sentences
	ELP 4 - Moderate discourse
	ELP 5 - Complex discourse
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
What language do students need in order to demonstrate comprehension and engage in the topic of always trying their best?	Students will explore their uniqueness and how everyone is special in their own way as they develop skills and strategies across English modalities.
What language do students need in order to demonstrate comprehension and engage in identifying unique talents and gifts?	
How do students explain the importance of never giving up?	
What strategies can I use to better understand unfamiliar language?	Biliteracy is a valuable skill in a global community.
How can I make myself understood as a novice level speaker?	Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.
Who am I and what is my place in the world?	Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

Why doesn't everyone see things
the way I do?   Everyone has a culture. It shapes how we see the
                                       world, ourselves and others.

Stage 2: Evidence	
Formative Assessments	**Summative Assessments**

Formative Assessments

- Anecdotal records
- Oral retell
- Choral responses
- Hand signals
- Collaborative discussion
- Tests
- Quizzes
- Exit tickets
- Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric
- Sorting/matching activities
- Class polls
- Performance tasks (borrowed from unit skills & vocabulary)
- Listening comprehension tasks.
- Online mini-assessments: Kahoot, NearPod, Seesaw, etc.

Summative Assessments

- Journey's Unit Assessment
- Teacher created Assessment
- Benchmark Assessment – WIDA MODEL and/or ACCESS
- Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the novice-mid level for across the interpretive, interpersonal modes of communication.

Unit Projects / Assessments:

At the end of this unit students will complete an end of unit activity, "Award Speech". In this activity students will write an opinion piece about a character that should receive an award because of an accomplishment. Students will use details from the texts read.

- Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.

- Appropriate use of drawing, dictating, and/or writing to provide opinion on learning something new.

- Effective use of sequencing words (e.g., *first, next, then, last*), common adjectives used to describe emotions (e.g., *happy, sad, mad, excited*), pronouns (*I, he, she*), and simple present and past forms of common verbs (*to feel, to be*) to recount a narrative.

- Appropriate use of *wh-* questions (*who, what, when, where, why*), pronouns, and simple present and past forms of common verbs (*to feel, to be*) to ask and answer questions.

- Effective use of the conjunction *because* to elaborate on ideas.

- Effective use of unit vocabulary.

Note: Stage 3: Learning Plan

How will the learning unfold over the course of the unit?

The thematic units of the Grade 1 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational.   The goal of the Grade 1 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodologies
Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.	Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching

Activities:
- Linguistic Activities
- Logical-mathematical
- Spatial Bodily-Kinesthetic
- Interpretive, interpersonal and presentational
- Reading, listening, viewing
- Singing, drawing, dancing
- Build background knowledge
- Establish rules and model procedures for classroom discussions
- Pre-teach academic and content vocabulary for lesson

Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.

Methodologies:
- Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language.
- Teacher will use content area studies as the context for language learning.
- Teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.

Sample Activities:

Students engage in oral discussion of how animals grow and change. Share picture cards of kitten/cat, cub/bear, puppy/dog

Display pictures of living things - Label pictures

Provide manipulatives that students can describe using their senses

Pre-teach vocabulary in context.
Read chant out-loud reinforcing vocabulary.

Students collaborate to describe how things grow and change

Listen and demonstrate comprehension of stories read aloud

Retell a story (beginning, middle end) after listening to or reading a story

Use a Venn diagram to compare and contrast animals when they are babies and when they are grown up.

Compare and contrast two animals from texts read.

Identify the letters of the alphabet, identify the names of vowels and consonants

Scaffolds Per Proficiency Levels and Domain

Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
Model one step-directions for students to follow	Use manipulative visuals for students to manipulate in order to demonstrate sequence of story	Use graphics/realia to model following multi-step oral directions	Use Venn Diagram to compare and contrast information heard	Confirm students' prior knowledge of content topics
Provide visual/graphic displays for students to match to social language				
		Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals	Jigsaw discussions	
Use realia that match vocabulary or oral statements	Use TPR			
	Model matching or classifying oral descriptions to real-life experiences or			
Use L1 words/cognates when possible				
		Provide wait time		

Allow students to listen to recorded audio as needed

visually-represented information.

Restate/rephrase and use similar sentence structures in oral routines

Use anticipation guides such as asking questions/discussing theme

Domain: Speaking				
ELP1	ELP2	ELP3	ELP4	ELP5
Allow students to speak with peers in L1 if possible	Use L1, pictures, gestures, or single words and patterned responses	Provide Graphic Organizer for oral retell	Model/Expect full sentence response	Model dialogue expected in discussion of ideas.
Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know.	Use sentence frames such as: "The characters are ____" together with word bank.	Prompt student to dialogue/collaboration	Expect full answers to higher order thinking questions	
Ask simple yes/know questions		Think-Pair-Share	Encourage students to orally present/describe drawings to classmates	
Ask simple wh- questions about text	Think-Pair-Share discussions	Scaffold responses to higher order thinking. "In my opinion____"		
Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Model responses of higher-order thinking using sentence frames: "I think _____ should get the award because _____"			
	Allow Small group activities following teacher modeling			

Domain: Reading				
ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1 if possible.	Preview text using KWL chart	Use word wall with vocabulary relevant to lesson using pictures	Model developing a story map.	Provide Graphic Organizer for development of text summary
Preview story with picture walk.	Modify length of reading passages	Offer text at student's proficiency level.	Ask inference/predictions questions	
Use picture cards	Pre-teach vocabulary in text using pictures and cognates (if available)	Ask text-dependent questions		
Identify cognates and pre-teach vocabulary connecting to L1 when possible		Students retell events in story following		

Use Teacher Read-Aloud with gestures

Engage students in choral reading

Students will retell sequence of events of story heard using pictures/visual tools for students to manipulate

Students will retell sequence of events of text read using pictures/visual tools for students to manipulate and say a sentence describing event in picture.

picture clues, using full sentences and sequencing words.

Domain: Writing				
ELP1	ELP2	ELP3	ELP4	ELP5
Create vocabulary notebook with images and L1 translation. Allow student to write words in L1 Allow students to draw picture Provide sentence frames with word bank and images. "The character learned to ___" Label pictures with word from word bank.	Use PWIM model Model using Graphic Organizer to write down ideas Prompt students to engage in sharing of ideas. Use storyboard where students draw and write simple sentences Provide sentence frames: "The character did not ____ before but now he can ____".	Use Graphic Organizer Model writing full sentences Provide sentence stems: "I think the character should get the award because ____. Another reason is ____" Use storyboard – using pictures and full sentences.	Prompt students to independent writing Encourage use of target vocabulary	Independent use of target vocabulary

What will Students know?

Students will know how to…

- sequence events in a story.

- use both text and graphic features to gain information.
- identify the author's message

- use key vocabulary such as blank, curve, practice, jump, perhaps, quit, winner, team, uniform, surprised, teacher, near, enough, large, idea, friendship, minute, most
- use academic vocabulary such as characters, sentence, visualize, verb, classify, question, compare, contrast, sequence of events, analyze, identify

What will Students be able to do with the language?

Students will be able to
- Communicate for social and instructional purposes within the school setting.
- Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- Recount events from narrative stories, including characters, setting, and plot details.

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 6 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts	
Related NJSLS	Part 1 Comprehension and Collaboration Presentation of Knowledge and Ideas
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation.

Related NJSLS	Part 2 College and Career Readiness Anchor Standards for Reading Craft and Structure

Reading Literature

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.3	Describe characters, settings, and major events in a story, using key details.
LA.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LA.RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LA.RL.1.6	Identify who is telling the story at various points in a text.

Reading Informational

LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA.RI.1.6	Tell the difference between information provided by pictures or illustrations and information provided by words in a text.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.RI.1.8	Identify the key points an author makes in informational text and identify the textual evidence to support these points.
LA.RI.1.9	Compare and contrast two texts on the same topic (e.g., illustrations, descriptions, or procedures).
LA.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.

Related NJSLS	Part 3 College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Vocabulary Acquisition and Uses
LA.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LA.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LA.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LA.W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Vocabulary Acquisition and Use

LA.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
LA.L.1.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.1.4.B	Use frequently occurring affixes and inflection (e.g., -ed, -s, - ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Suggested Materials/Resources/Websites:
- Journeys Paired Selections
  - *The Dot/Artists Create Art!*
  - *What Can You Do/ The Wind and the Sun*
  - *"The Kite" from Days with Frog and Toad/Measuring Weather*

- - *Hi! Fly Guy/Busy Bugs*
  - *Winners Never Quit/ Be a Team Player*
- Extended Reading: Owl at Home
- Journeys Big Book: *Karate Hour*
- Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
- Journeys Write-In Readers
- Starfall.com
- Raz-kids for ELLs
- Epic!
- Seesaw
- Flipgrid
- ReadWorks
- Uniteforliteracy.org
- Storylineonline.net
- BrainPOP
- Scholastics
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA Standards (2020)	https://wida.wisc.edu/teach/standards/eld
New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	ELLs in Elementary School
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers
Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin-Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf

Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Scholastic	Unlocking Language for ELLs
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

Related NJSLS	**College and Career Ready Practices** Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	C Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related NJSLS	**Civic Financial Responsibility** Performance Expectations
9.1.2.CR.1:	Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.

Related NJSLS	**Career Awareness and Planning** Performance Expectations
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.

Related NJSLS	**Creativity and Innovation** Performance Expectations
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work.

Related NJSLS	**Critical Thinking and Problem-solving** Performance Expectations
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Related NJSLS	**Digital Citizenship** Performance Expectations
9.4.2.DC.1	Explain differences between ownership and sharing of information.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
9.4.2.DC.7	Describe actions peers can take to positively impact climate change.

Related NJSLS	**Global and Cultural Awareness** Performance Expectations
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

Related NJSLS	**Information and Media Literacy** Performance Expectations
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
9.4.2.IML.2	Represent data in a visual format to tell a story about the data.
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

Related NJSLS	**Technology Literacy** Performance Expectations
9.4.2.TL.2	Create a document using a word processing application.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Social Studies Standards

Related NJSLS	**Civics, Government, and Human Rights: Civics and Political Institutions** Performance Expectations
6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.

Related NJSLS	**Civics, Government, and Human Rights: Participation and Deliberation** Performance Expectations
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.

Related NJSLS	**Civics, Government, and Human Rights: Democratic Principles** Performance Expectations
6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.
6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

Related NJSLS	**Civics, Government, and Human Rights: Processes and Rules** Performance Expectations
6.1.2.CivicsPR.1	Determine what makes a good rule or law.
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.

6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.

Related NJSLS	**Active Citizenship in the 21st Century** Performance Expectations
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Related NJSLS	**Civics, Government, and Human Rights: Participation and Deliberation** Performance Expectations
• 6.3.2.CivicsPD.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

Related NJSLS	**Geography, People and the Environment: Global Interconnections** Performance Expectations
• 6.3.2.GeoGI.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
• 6.3.2.GeoGI.2	Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

VPA.1.3.5.C	Theater

Comprehensive Health and Physical Education

Indicator Number	**Emotional Health** Indicator
2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

Science Standards

Related NJSLS	**From Molecules to Organisms: Structure and Processes** Performance Expectations
1-LS1-2.LS1.B	• Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

1-LS3-2.LS3.A   • Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Accommodations, Modifications, and Teacher Strategies

504 Plans	**Gifted and Talent Accommodations and Modifications**	**Special Education and At-Risk Accommodations and Modifications**	**English Language Learners Accommodations and Modifications**

Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:

- walk, breathe, eat, or sleep
- communicate, see, hear, or speak
- read, concentrate, think, or learn
- stand, bend, lift, or work

Examples of accommodations in 504 plans include:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy

Gifted and Talent Accommodations and Modifications

- Allow for further independent research on topics of interest related to the unit of study
- Advanced leveled readers and sources
- Increase the level of complexity
- Decrease scaffolding
- Variety of finished products
- Allow for greater independence
- Learning stations, interest groups
- Varied texts and supplementary materials
- Use of technology
- Flexibility in assignments
- Varied questioning strategies
- Encourage research
- Strategy and flexible groups based on formative assessment or student choice
- Acceleration within a unit of study
- Exposure to more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace
- After mastery of a unit, provide students with more advanced learning activities, not more of the same activity
- Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas

Special Education and At-Risk Accommodations and Modifications

- Focus on concept not details
- More visual prompts
- Leveled readers and teacher annotated sources
- Timelines and graphic organizers
- Remove unnecessary material, words, etc., that can distract from the content
- Use of off-grade level materials
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Time allowed
- Level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in "chunks"
- Varied texts and supplementary materials
- Use technology, if available and appropriate
- Varied homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Ability to work at their own pace
- Present ideas using auditory, visual, kinesthetic, & tactile means
- Provide graphic organizers and/or highlighted materials

English Language Learners Accommodations and Modifications

- Focus on concept not details
- More visual prompts
- Leveled readers and teacher annotated sources
- Guided notes with highlighted words and concepts
- Use of Merriam-Webster's ELL dictionary
- Timelines and graphic organizers
- Remove unnecessary material, words, etc., that can distract from the content
- Use of off-grade level materials
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Time allowed
- Level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in "chunks"
- Varied texts and supplementary materials
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- Present ideas using auditory, visual, kinesthetic, & tactile means
- Provide graphic organizers and/or highlighted materials

- Strategy and flexible groups based on formative assessment
- Differentiated checklists and rubrics, if available and appropriate

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