

ESL (KINDERGARTEN) Curriculum Guide

**LINDEN PUBLIC SCHOOLS
LINDEN, NEW JERSEY**

**DENISE CLEARY
ASSISTANT SUPERINTENDENT**

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The Linden Board of Education adopted the Curriculum Guide on:

August 25, 2022

Date

Education - Item #10

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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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 translanguage 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-TEs), 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 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 biliteracy 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 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

Kindergarten

Unit 1
Fairy Tales
<p>The curriculum for Kindergarten 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.</p> <p>Students will learn how people discover new things about themselves through experiences and relationships. In this unit, students will engage in 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 social relationships through being exposed to informational and fictional texts read aloud.</p> <p>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.</p> <p>The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.</p>

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
First Trimester 4 Weeks	Elementary School Kindergarten meet for ELA for a period of 90 minutes daily	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	NJSLS (NJ Student Learning Standards) for ELA and interdisciplinary connections

Essential Questions	Enduring Understandings
What language do students need in order to demonstrate comprehension and engage in the topic of friendships and social relations?	Students will explore friendships and the world around them while discussing their own likes and dislikes as they develop skills and strategies across English modalities.
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?	<p>Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.</p> <p>Everyone has a culture. It shapes how we see the world, ourselves and others.</p>

Stage 2: Evidence	
<p>Formative Assessments</p> <ul style="list-style-type: none"> ▪ Anecdotal records ▪ Observations ▪ Oral retells ▪ Collaborative discussions ▪ Exit tickets ▪ Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric ▪ Sorting/matching activities ▪ Class polls/hand signals ▪ Listening comprehension tasks ▪ Mystery Question 	<p>Summative Assessments</p> <ul style="list-style-type: none"> ▪ Scaffolded Writing ▪ Listening to conversation ▪ Benchmark Assessments – WIDA MODEL and/or ACCESS ▪ Portfolios documenting Evidence of the completion of “Can Do” tasks performed at the ELP level for each individual child across the interpretive, interpersonal modes of communication.
<p>Unit Projects / Assessments:</p> <p>At the end of this unit students will be able to retell and dramatize all fairy tale stories from beginning to end.</p> <ul style="list-style-type: none"> ▪ 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 sequence words (e.g., <i>first, next, then, last</i>) to provide information in the Community Guide. ▪ Use of vocabulary learned in Unit 1. ▪ Appropriate use of <i>wh</i>- questions (<i>who, what, when, where, why</i>), pronouns, and simple present and past forms of common verbs (<i>to feel, to be</i>) to ask and answer questions. ▪ Effective use of the conjunction <i>because</i> to elaborate on ideas. 	

Stage 3: Learning Plan	
<p>How will the learning unfold over the course of the unit?</p> <p>The thematic units of the Kindergarten 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 Kindergarten ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.</p>	
Activities	Methodologies
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ 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 <p>Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.</p> <p>Sample Activities:</p> <p>Use long and short vowels</p> <p>Write a message to describe picture.</p> <p>Pre-teach background knowledge</p> <p>Dramatize story</p> <p>Make props in order to dramatize story</p> <p>Draw a picture to represent characters in the story.</p> <p>Listen and dramatize in order to demonstrate comprehension of stories read aloud</p>	<p>Sheltered Instruction Strategies</p> <p>Comprehension Based Communicative Language Teaching</p> <ul style="list-style-type: none"> ▪ 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. ▪ Teachers must know the ELP for each of their students in order to appropriately provide differentiation within the content of ELA.

Retell a story (beginning, middle end) after listening to a story	
Use a Venn diagram to compare and contrast fairy tales.	
Compare and contrast different characters from different stories.	
Identify the letters of the alphabet and differentiate between vowels and consonants.	
Utilize word patterns in order to spell words.	

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 match main ideas of familiar text read aloud to visuals	Jigsaw discussions	
Use realia that match vocabulary or oral statements	Model matching or classifying oral descriptions to real-life experiences or visually-represented information.	Provide wait time		
Use L1 words/cognates when possible	Restate/rephrase and use similar sentence structures in oral routines	Use anticipation guides such as asking questions/discussing theme		
Allow students to listen to recorded audio as needed				

Domain: Speaking				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Allow students to speak with peers in L1 if possible</p> <p>Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know</p> <p>Ask simple yes/no questions</p> <p>Ask simple wh-questions about the text</p> <p>Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning</p>	<p>Use L1, pictures, gestures, or single words and patterned responses</p> <p>Use simple sentence frames</p> <p>Think-Pair-Share discussions</p> <p>Model responses of higher-order thinking using sentence frames: "I think _____ because _____"</p> <p>Allow Small group activities following teacher modeling</p>	<p>Provide Graphic Organizer for oral retell</p> <p>Prompt student to dialogue/collaboration</p> <p>Think-Pair-Share</p> <p>Scaffold responses to higher order thinking by using sentence frames that are a bit more complex</p> <p>"I am going to be _____"</p>	<p>Model/Expect full sentence response</p> <p>Expect full answers to higher order thinking questions</p> <p>Encourage students to orally present/describe drawings to classmates</p>	<p>Model dialogue expected in discussion of ideas.</p>

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	Student will retell sequence of events of text read using pictures/visual tools for students to manipulate			
Use Teacher Read-Aloud with gestures				
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	Use PWI model	Use Graphic Organizers	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 pictures	Prompt students to engage in sharing of ideas.	Provide sentence stems: "When I go outside I ____."	Encourage use grammar and punctuation.	
Provide sentence frames with word bank and images. "My favorite food is ____."	Use storyboard where students draw and write simple sentences	Use storyboard – using pictures and full sentences.		
Label pictures with words from word bank.	Provide sentence frames: "I like to ____".			

What will Students know?
<ul style="list-style-type: none"> ▪ Learn story structure and will be able to summarize. ▪ Create conclusions, use inferences and prediction. ▪ Understand characters, analyze and evaluate a story. ▪ Compare and contrast. ▪ Infer and predict. ▪ Utilize visualization. ▪ Differentiate comprehension and vocabulary strategies.

What will Students be able to do with the language?
<p>Students will be able to</p> <ul style="list-style-type: none"> ▪ 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 Good Citizens. <p>Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:</p>

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.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
LA.RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
LA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
LA.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LA.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
Related NJSLS	Part 2 College and Career Readiness Anchor Standards for Reading Craft and Structure
Reading Literature	
LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RL.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RL.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RL.K.4	With prompting and support, ask and answer questions about unknown words in a text.

LA.RL.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LA.RL.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
Related NJSLS	Part 3 College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Vocabulary Acquisition and Uses
LA.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
LA.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LA.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened
LA.W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
LA.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LA.W.K.8	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.W.K.9	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:

- Fairy Tales
 - *The Three Little Pigs*
 - *The True Story of the 3 Pigs*
 - *Goldilocks & the Three Bears*
 - *Goldilocks Returns*
 - *The Three Billy Goats Gruff by Paul Galdone*
 - *Three Billy Goats Gruff by Alison Edgson*
- Fairy Tales (ELL, Vocabulary, Below, On Level and Above)
- Scaffolded writing paper
- Seesaw
- Flipgrid
- Storylineonline.net
- 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	Preschool and Kindergarten: ELLs
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers

University of Wisconsin-Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AF A.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/
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
<p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Kindergarten

Unit 2
Magic Tree House-Knight at Dawn
<p>The curriculum for Kindergarten 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.</p> <p>Students will learn how people discover new things about themselves through experiences and relationships. In this unit, students will engage in 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 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.</p> <p>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 to develop content and academic language simultaneously.</p> <p>The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.</p>

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
Trimester 2-3 3 Weeks	Elementary School Kindergarten meet for ELA for a period of 90 minutes daily.	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	NJSLS (NJ Student Learning Standards) for ELA and interdisciplinary connections

Essential Questions	Enduring Understandings
What language do students need in order to demonstrate comprehension and engage in the topic of friendships and social relations?	Students will explore friendships and the world around them while discussing their own likes and dislikes as they develop skills and strategies across English modalities.
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 to 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 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
- Observations
- Oral retells
- Collaborative discussions
- Exit tickets
- Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric
- Sorting/matching activities
- Class polls/hand signals
- Listening comprehension tasks
- Mystery Question
- Scaffolded Writing

Summative Assessments

- Scaffolded Writing
- Listening to conversation
- Benchmark Assessments – WIDA MODEL and/or ACCESS
- Portfolios documenting Evidence of the completion of “Can Do” tasks performed at the ELP level for each individual child across the interpretive, interpersonal modes of communication.

Unit Projects / Assessments:

At the end of this unit students will be able to retell and dramatize *The Knight at Dawn*, from beginning to end.

- 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 sequence words (e.g., *first, next, then, last*) to provide information in the Community Guide.
- Use of vocabulary learned in each story.
- 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.

Stage 3: Learning Plan

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

The thematic units of the Kindergarten 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 Kindergarten ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodologies
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ 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 <p>Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.</p> <p>Sample Activities:</p> <p>Use long and short vowels</p> <p>Write a message to describe the picture.</p> <p>Pre-teach background knowledge</p> <p>Dramatize story</p> <p>Make props in order to dramatize story</p> <p>Draw a picture to represent characters in the story.</p> <p>Listen and dramatize in order to demonstrate comprehension of stories read aloud</p> <p>Retell a story (beginning, middle end) after listening to a story</p>	<p>Sheltered Instruction Strategies</p> <p>Comprehension Based Communicative Language Teaching</p> <ul style="list-style-type: none"> ▪ 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. ▪ Teachers must know the ELP for each of their students in order to appropriately provide differentiation within the content of ELA.

Use a Know, Think, wonder to explore background.	
Compare and contrast stories	
Identify the letters of the alphabet and differentiate between vowels and consonants.	
Utilize word patterns in order to spell words.	

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 social language	Use TPR	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	Model matching or classifying oral descriptions to real-life experiences or visually represented information.	Provide wait time		
Use L1 words/cognates when possible	Restate/rephrase and use similar sentence structures in oral routines	Use anticipation guides such as asking questions/discussing theme		
Allow students to listen to recorded audio as needed				
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 simple sentence frames Think-Pair-Share discussions	Prompt student to dialogue/collaboration Think-Pair-Share Scaffold responses to higher order thinking by using sentence frames that are a bit more complex “In this chapter _____”	Expect full answers to higher order thinking questions Encourage students to orally present/describe drawings to classmates	
Ask simple yes/no questions	Model responses of higher-order thinking using sentence frames: “I think _____ because _____”			
Ask simple wh-questions about the text				
Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	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 for 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 will retell sequence of events of text read using pictures/visual tools for students to manipulate			
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				

Domain: Writing				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Create vocabulary notebook with images and L1 translation</p> <p>Allow students to write words in L1</p> <p>Allow students to draw pictures</p> <p>Provide sentence frames with word bank and images. "I think ____."</p> <p>Label pictures with words from word bank.</p>	<p>Use PWI model</p> <p>Model using Graphic Organizer to write down ideas</p> <p>Prompt students to engage in sharing of ideas.</p> <p>Use storyboard where students draw and write simple sentences</p> <p>Provide sentence frames: "I like to ____".</p>	<p>Use Graphic Organizers</p> <p>Model writing full sentences</p> <p>Provide sentence stems: "When I go outside I ____."</p> <p>Use storyboard – using pictures and full sentences.</p>	<p>Prompt students to independent writing</p> <p>Encourage use of target vocabulary</p> <p>Encourage use grammar and punctuation.</p>	<p>Independent use of target vocabulary</p>

What will Students know?
<ul style="list-style-type: none"> ▪ Learn story structure and will be able to summarize. ▪ Create conclusions, use inferences and predictions. ▪ Understand characters, analyze and evaluate a story. ▪ Compare and contrast. ▪ Infer and predict. ▪ Utilize visualization. ▪ Differentiate comprehension and vocabulary strategies.

What will Students be able to do with the language?
<p>Students will be able to</p> <ul style="list-style-type: none"> ▪ 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 Magic Tree House unit.

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 Reading Literature Text
LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
LA.RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
LA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
LA.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LA.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
Related NJSLS	Part 2 Reading Informational Text
LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.RI.K.5	Identify the front cover, back cover, and title page of a book.

LA.RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LA.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LA.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
LA.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LA.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
LA.SL.K.1.B	Continue a conversation through multiple exchanges
Related NJSLs	Part 3 College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Vocabulary Acquisition and Uses
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LA.W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
LA.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
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LA.W.K.8	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.W.K.9	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:

- Magic Tree House Series (ELL, Vocabulary, Below, On Level and Above):
 - *Knight at Dawn*
- Scaffolded writing paper
- Seesaw
- Flipgrid
- Storylineonline.net
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

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New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	https://www.colorincolorado.org/ell-basics/resources-grade/preschool-and-kindergarten-ells
NJDOE Title III & Bilingual/ESL Education	https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm
University of Wisconsin-Madison Libraries	https://researchguides.library.wisc.edu/c.php?g=177873&p=1169756
Accommodations for ELLs for	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AF_A.pdf

NJSLA	
Cognate List	https://www.colorincolorado.org/guide/cognate-list-english-and-spanish
Edutopia	https://www.edutopia.org/article/helpful-online-resources-teaching-ells
Larry Ferlazzo's Websites	https://larryferlazzo.edublogs.org/2008/05/28/the-best-listening-sites-for-english-language-learners/
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections	
CRP1	Act as a responsible and contributing citizen and employee.
CRP4	Communicate clearly and effectively and with reason.
CRP5	Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
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.

Indicator Number	21 st Century Life and Careers Indicator
9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Indicator Number	Social Studies Indicator
SOC.6.1.4.B	Geography, People, and the Environment
HPE.2.1.2.E	Social and Emotional Health
HPE.2.2.2.B	Decision-Making and Goal Setting
HPE.2.2.2.C	Character Development

Indicator Number	Technology Indicator
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes and schools. or countries using various media formats such as online collaborative tools, and social media.
8.1.8.A.1	Demonstrate knowledge of a real-world problem using digital tools.
8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
8.2.2.B.3	Identify products or systems that are designed to meet human needs.

Indicator Number	Visual and Performing Arts Indicator
1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures and identify elements of the works that relate to specific cultural heritages.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.3.8.C.2	Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.
1.3.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.

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
<p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced level readers and sources Increase the level of complexity 	<ul style="list-style-type: none"> Focus on concept does not detail More visual prompts Leveled readers and teacher annotated sources Timelines and graphic organizers 	<ul style="list-style-type: none"> Focus on concept does not detail More visual prompts Leveled readers and teacher annotated sources Guided notes with highlighted words and concepts

<ul style="list-style-type: none"> • communicate, see, hear, or speak • read, concentrate, think, or learn • stand, bend, lift, or work <p>Examples of accommodation in 504 plans include:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> • 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 level 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 support, 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 	<ul style="list-style-type: none"> • 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 level 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 support, 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
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ELA/ESL Curriculum: Proficiency Levels 1-5

Kindergarten

Book 3
Magic Tree House-Mummies in the Morning
<p>The curriculum for Kindergarten 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.</p> <p>Students will learn how people discover new things about themselves through experiences and relationships. In this unit, students will engage in 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 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.</p> <p>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 to develop content and academic language simultaneously.</p> <p>The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.</p>

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
Trimester 2-3 3 Weeks	Elementary School Kindergarten meet for ELA for a period of 90 minutes daily.	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	NJSLS (NJ Student Learning Standards) for ELA and interdisciplinary connections

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

	Everyone has a culture. It shapes how we see the world, ourselves and others.
Stage 2: Evidence	
Formative Assessments <ul style="list-style-type: none"> ▪ Anecdotal records ▪ Observations ▪ Oral retells ▪ Collaborative discussions ▪ Exit tickets ▪ Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric ▪ Sorting/matching activities ▪ Class polls/hand signals ▪ Listening comprehension tasks ▪ Mystery Question ▪ Scaffolded Writing 	Summative Assessments <ul style="list-style-type: none"> ▪ Scaffolded Writing ▪ Listening to conversation ▪ Benchmark Assessments – WIDA MODEL and/or ACCESS ▪ Portfolios documenting Evidence of the completion of “Can Do” tasks performed at the ELP level for each individual child across the interpretive, interpersonal modes of communication.
Unit Projects / Assessments: <p>At the end of this unit students will be able to retell and dramatize Mummies in the Morning, from beginning to end.</p> <ul style="list-style-type: none"> ▪ 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 sequence words (e.g., <i>first, next, then, last</i>) to provide information in the Community Guide. ▪ Use of vocabulary learned in each story. ▪ Appropriate use of <i>wh-</i> questions (<i>who, what, when, where, why</i>), pronouns, and simple present and past forms of common verbs (<i>to feel, to be</i>) to ask and answer questions. ▪ Effective use of the conjunction <i>because</i> to elaborate on ideas. 	

Stage 3: Learning Plan
How will the learning unfold over the course of the unit?

The thematic units of the Kindergarten 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 Kindergarten ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodology
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ 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 <p>Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.</p> <p>Sample Activities:</p> <p>Use long and short vowels</p> <p>Write a message to describe the picture.</p> <p>Pre-teach background knowledge</p> <p>Dramatize story</p> <p>Make props in order to dramatize story</p> <p>Draw a picture to represent characters in the story.</p> <p>Listen and dramatize in order to demonstrate comprehension of stories read aloud</p>	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <ul style="list-style-type: none"> ▪ 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. ▪ Teachers must know the ELP for each of their students in order to appropriately provide differentiation within the content of ELA.

<p>Retell a story (beginning, middle end) after listening to a story</p> <p>Use a Know, Think, wonder to explore background.</p> <p>Compare and contrast stories</p> <p>Identify the letters of the alphabet and differentiate between vowels and consonants.</p> <p>Utilize word patterns in order to spell words.</p>	
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Scaffolds Per Proficiency Levels and Domain				
Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Model one step-directions for students to follow</p> <p>Provide visual/graphic displays for students to match social language</p> <p>Use realia that match vocabulary or oral statements</p> <p>Use L1 words/cognates when possible</p> <p>Allow students to listen to recorded audio as needed</p>	<p>Use manipulative visuals for students to manipulate in order to demonstrate sequence of story</p> <p>Use TPR</p> <p>Model matching or classifying oral descriptions to real-life experiences or visually represented information.</p> <p>Restate/rephrase and use similar sentence</p>	<p>Use graphics/realia to model following multi-step oral directions</p> <p>Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals</p> <p>Provide wait time</p> <p>Use anticipation guides such as asking questions/discussing theme</p>	<p>Use Venn Diagram to compare and contrast information heard</p> <p>Jigsaw discussions</p>	<p>Confirm students' prior knowledge of content topics</p>

	structures in oral routines			
Domain: Speaking				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Allow students to speak with peers in L1 if possible</p> <p>Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know</p> <p>Ask simple yes/no questions</p> <p>Ask simple wh-questions about the text</p> <p>Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning</p>	<p>Use L1, pictures, gestures, or single words and patterned responses</p> <p>Use simple sentence frames</p> <p>Think-Pair-Share discussions</p> <p>Model responses of higher-order thinking using sentence frames: "I think _____ because _____"</p> <p>Allow Small group activities following teacher modeling</p>	<p>Provide Graphic Organizer for oral retell</p> <p>Prompt student to dialogue/collaboration</p> <p>Think-Pair-Share</p> <p>Scaffold responses to higher order thinking by using sentence frames that are a bit more complex "In this chapter _____"</p>	<p>Model/Expect full sentence response</p> <p>Expect full answers to higher order thinking questions</p> <p>Encourage students to orally present/describe drawings to classmates</p>	<p>Model dialogue expected in discussion of ideas.</p>
Domain: Reading				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Preview story in L1 if possible</p> <p>Preview story with picture walk</p> <p>Use picture cards</p> <p>Identify cognates and pre-teach vocabulary connecting to L1 when possible</p>	<p>Preview text using KWL chart</p> <p>Modify length of reading passages</p> <p>Pre-teach vocabulary in text using pictures and cognates (if available)</p> <p>Students will retell sequence of events of text read using</p>	<p>Use word wall with vocabulary relevant to lesson using pictures</p> <p>Offer text at student's proficiency level.</p> <p>Ask text-dependent questions</p>	<p>Model developing a story map.</p> <p>Ask for inference/predictions questions</p>	<p>Provide Graphic Organizer for development of text summary</p>

Use Teacher Read-Aloud with gestures	pictures/visual tools for students to manipulate			
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 PWI model	Use Graphic Organizers	Prompt students to independent writing	Independent use of target vocabulary
Allow students 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 pictures	Prompt students to engage in sharing of ideas.	Provide sentence stems: "When I go outside I ____."	Encourage use grammar and punctuation.	
Provide sentence frames with word bank and images. "I think ____."	Use storyboard where students draw and write simple sentences	Use storyboard – using pictures and full sentences.		
Label pictures with words from word bank.	Provide sentence frames: "I like to ____".			

What will Students know?
<ul style="list-style-type: none"> ▪ Learn story structure and will be able to summarize. ▪ Create conclusions, use inferences and predictions. ▪ Understand characters, analyze and evaluate a story. ▪ Compare and contrast. ▪ Infer and predict. ▪ Utilize visualization.

- Differentiate comprehension and vocabulary strategies.

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 Magic Tree House unit.

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 NJSL	Part 1 Reading Literature Text
LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
LA.RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
LA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
LA.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LA.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
Related NJSLS	Part 2 Reading Informational Text
LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.RI.K.5	Identify the front cover, back cover, and title page of a book.
LA.RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LA.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LA.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
LA.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LA.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
LA.SL.K.1.B	Continue a conversation through multiple exchanges
Related NJSLS	Part 3 College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Vocabulary Acquisition and Uses
LA.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

LA.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
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LA.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
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NJDOE Title III & Bilingual/ESL Education	https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm
University of Wisconsin-Madison Libraries	https://researchguides.library.wisc.edu/c.php?g=177873&p=1169756
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf
Cognate List	https://www.colorincolorado.org/guide/cognate-list-english-and-spanish
Edutopia	https://www.edutopia.org/article/helpful-online-resources-teaching-ells
Larry Ferlazzo's Websites	https://larryferlazzo.edublogs.org/2008/05/28/the-best-listening-sites-for-english-language-learners/
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Facilitate Language	https://www.languagemagazine.com/april-2018-internet-edition/

Acquisition by Carol Gaab	
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

CRP1	Act as a responsible and contributing citizen and employee.
CRP4	Communicate clearly and effectively and with reason.
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CRP6.	Demonstrate creativity and innovation.
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.

Indicator Number	21st Century Life and Careers Indicator
9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Indicator Number	Social Studies Indicator
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HPE.2.1.2.E	Social and Emotional Health
HPE.2.2.2.B	Decision-Making and Goal Setting
HPE.2.2.2.C	Character Development

Indicator Number	Technology Indicator
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes and schools. or countries using various media formats such as online collaborative tools, and social media.
8.1.8.A.1	Demonstrate knowledge of a real-world problem using digital tools.

8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
8.2.2.B.3	Identify products or systems that are designed to meet human needs.

Indicator Number	Visual and Performing Arts Indicator
1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures and identify elements of the works that relate to specific cultural heritages.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.3.8.C.2	Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.
1.3.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.

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
<p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodation in 504 plans include:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced level 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 	<ul style="list-style-type: none"> Focus on concept does not detail 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 level reading materials Deliver the content in “chunks” Varied texts and supplementary materials Use technology, if available and appropriate 	<ul style="list-style-type: none"> Focus on concept does not detail 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 level reading materials

<ul style="list-style-type: none"> excused lateness, absence, or missed classwork pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy 	<ul style="list-style-type: none"> 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 thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual support, 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 	<ul style="list-style-type: none"> 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 support, 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
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ELA/ESL Curriculum: Proficiency Levels 1-5

Kindergarten

Book 4
Magic Tree House-Pirates Past Noon
<p>The curriculum for Kindergarten 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.</p> <p>Students will learn how people discover new things about themselves through experiences and relationships. In this unit, students will engage in 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 social relationships through being exposed to</p>

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 to 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
Trimester 2-3 3 Weeks	Elementary School Kindergarten meet for ELA for a period of 90 minutes daily.	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	NJSLS (NJ Student Learning Standards) for ELA and interdisciplinary connections

Essential Questions	Enduring Understandings
<p>What language do students need in order to demonstrate comprehension and engage in the topic of friendships and social relations?</p> <p>What strategies can I use to better understand unfamiliar language?</p> <p>How can I make myself understood as a novice level speaker?</p> <p>Who am I and what is my place in the world?</p>	<p>Students will explore friendships and the world around them while discussing their own likes and dislikes as they develop skills and strategies across English modalities.</p> <p>Biliteracy is a valuable skill in a global community.</p> <p>Listening to familiar words and watching the speaker for clues may help me figure out what the speaker is saying.</p> <p>Using pictures, movement, and acting words can help my classmates, my teacher, and others understand me.</p> <p>Everyone has a culture. It shapes how we see the world, ourselves and others.</p>
Stage 2: Evidence	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ▪ Anecdotal records ▪ Observations ▪ Oral retells ▪ Collaborative discussions ▪ Exit tickets ▪ Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric ▪ Sorting/matching activities 	<ul style="list-style-type: none"> ▪ Scaffolded Writing ▪ Listening to conversation ▪ Benchmark Assessments – WIDA MODEL and/or ACCESS ▪ Portfolios documenting Evidence of the completion of “Can Do” tasks performed at the ELP level for each individual child across the

<ul style="list-style-type: none"> ▪ Class polls/hand signals ▪ Listening comprehension tasks ▪ Mystery Question ▪ Scaffolded Writing 	interpretive, interpersonal modes of communication.
<p>Unit Projects / Assessments:</p> <p>At the end of this unit students will be able to retell and dramatize Pirates Past Noon, from beginning to end.</p> <ul style="list-style-type: none"> ▪ 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 sequence words (e.g., <i>first, next, then, last</i>) to provide information in the Community Guide. ▪ Use of vocabulary learned in each story. ▪ Appropriate use of <i>wh-</i> questions (<i>who, what, when, where, why</i>), pronouns, and simple present and past forms of common verbs (<i>to feel, to be</i>) to ask and answer questions. ▪ Effective use of the conjunction <i>because</i> to elaborate on ideas. 	

Stage 3: Learning Plan	
<p>How will the learning unfold over the course of the unit?</p> <p>The thematic units of the Kindergarten 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 Kindergarten ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.</p>	
Activities	Methodology
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ Linguistic Activities ▪ Logical-mathematical ▪ Spatial Bodily-Kinesthetic 	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <ul style="list-style-type: none"> ▪ Acquisition focused approach: teachers will provide students with compelling and comprehensible

<ul style="list-style-type: none"> ▪ 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 <p>Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.</p> <p>Sample Activities:</p> <p>Use long and short vowels</p> <p>Write a message to describe the picture.</p> <p>Pre-teach background knowledge</p> <p>Dramatize story</p> <p>Make props in order to dramatize story</p> <p>Draw a picture to represent characters in the story.</p> <p>Listen and dramatize in order to demonstrate comprehension of stories read aloud</p> <p>Retell a story (beginning, middle end) after listening to a story</p> <p>Use a Know, Think, wonder to explore background.</p> <p>Compare and contrast stories</p> <p>Identify the letters of the alphabet and differentiate between vowels and consonants.</p> <p>Utilize word patterns in order to spell words.</p>	<p>language activities in the target language.</p> <ul style="list-style-type: none"> ▪ 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. ▪ Teachers must know the ELP for each of their students in order to appropriately provide differentiation within the content of ELA.
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Scaffolds Per Proficiency Levels and Domain				
Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Model one step-directions for students to follow</p> <p>Provide visual/graphic displays for students to match social language</p> <p>Use realia that match vocabulary or oral statements</p> <p>Use L1 words/cognates when possible</p> <p>Allow students to listen to recorded audio as needed</p>	<p>Use manipulative visuals for students to manipulate in order to demonstrate sequence of story</p> <p>Use TPR</p> <p>Model matching or classifying oral descriptions to real-life experiences or visually represented information.</p> <p>Restate/rephrase and use similar sentence structures in oral routines</p>	<p>Use graphics/realia to model following multi-step oral directions</p> <p>Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals</p> <p>Provide wait time</p> <p>Use anticipation guides such as asking questions/discussing theme</p>	<p>Use Venn Diagram to compare and contrast information heard</p> <p>Jigsaw discussions</p>	<p>Confirm students' prior knowledge of content topics</p>
Domain: Speaking				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Allow students to speak with peers in L1 if possible</p> <p>Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know</p> <p>Ask simple yes/no questions</p>	<p>Use L1, pictures, gestures, or single words and patterned responses</p> <p>Use simple sentence frames</p> <p>Think-Pair-Share discussions</p>	<p>Provide Graphic Organizer for oral retell</p> <p>Prompt student to dialogue/collaboration</p> <p>Think-Pair-Share</p> <p>Scaffold responses to higher order thinking by using</p>	<p>Model/Expect full sentence response</p> <p>Expect full answers to higher order thinking questions</p> <p>Encourage students to orally present/describe drawings to classmates</p>	<p>Model dialogue expected in discussion of ideas.</p>

<p>Ask simple wh-questions about the text</p> <p>Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning</p>	<p>Model responses of higher-order thinking using sentence frames: "I think _____ because _____"</p> <p>Allow Small group activities following teacher modeling</p>	<p>sentence frames that are a bit more complex "In this chapter _____"</p>		
Domain: Reading				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Preview story in L1 if possible</p> <p>Preview story with picture walk</p> <p>Use picture cards</p> <p>Identify cognates and pre-teach vocabulary connecting to L1 when possible</p> <p>Use Teacher Read-Aloud with gestures</p> <p>Engage students in choral reading</p> <p>Students will retell sequence of events of story heard using pictures/visual tools for students to manipulate</p>	<p>Preview text using KWL chart</p> <p>Modify length of reading passages</p> <p>Pre-teach vocabulary in text using pictures and cognates (if available)</p> <p>Students will retell sequence of events of text read using pictures/visual tools for students to manipulate</p>	<p>Use word wall with vocabulary relevant to lesson using pictures</p> <p>Offer text at student's proficiency level.</p> <p>Ask text-dependent questions</p>	<p>Model developing a story map.</p> <p>Ask for inference/predictions questions</p>	<p>Provide Graphic Organizer for development of text summary</p>
Domain: Writing				

ELP1	ELP2	ELP3	ELP4	ELP5
<p>Create vocabulary notebook with images and L1 translation</p> <p>Allow students to write words in L1</p> <p>Allow students to draw pictures</p> <p>Provide sentence frames with word bank and images. "I think ____."</p> <p>Label pictures with words from word bank.</p>	<p>Use PWI model</p> <p>Model using Graphic Organizer to write down ideas</p> <p>Prompt students to engage in sharing of ideas.</p> <p>Use storyboard where students draw and write simple sentences</p> <p>Provide sentence frames: "I like to ____".</p>	<p>Use Graphic Organizers</p> <p>Model writing full sentences</p> <p>Provide sentence stems: "When I go outside I ____."</p> <p>Use storyboard – using pictures and full sentences.</p>	<p>Prompt students to independent writing</p> <p>Encourage use of target vocabulary</p> <p>Encourage use grammar and punctuation.</p>	<p>Independent use of target vocabulary</p>

What will Students know?
<ul style="list-style-type: none"> ▪ Learn story structure and will be able to summarize. ▪ Create conclusions, use inferences and predictions. ▪ Understand characters, analyze and evaluate a story. ▪ Compare and contrast. ▪ Infer and predict. ▪ Utilize visualization. ▪ Differentiate comprehension and vocabulary strategies.

What will Students be able to do with the language?
<p>Students will be able to</p> <ul style="list-style-type: none"> ▪ 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 Magic Tree House unit. <p>Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:</p>

Unit 2 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts	
Related NJSLs	Part 1 Reading Literature Text
LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
LA.RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
LA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
LA.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LA.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
Related NJSLs	Part 2 Reading Informational Text
LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.RI.K.5	Identify the front cover, back cover, and title page of a book.
LA.RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LA.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LA.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
LA.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LA.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
LA.SL.K.1.B	Continue a conversation through multiple exchanges
Related NJSLS	Part 3 College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Vocabulary Acquisition and Uses
LA.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
LA.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LA.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, talk about the events in the order in which they occurred, and provide a reaction to what happened
LA.W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
LA.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

LA.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LA.W.K.8	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.W.K.9	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:

- Magic Tree House Series (ELL, Vocabulary, Below, On Level and Above):
 - *Pirates Past Noon*
- Scaffolded writing paper
- Seesaw
- Flipgrid
- Storylineonline.net
- 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	https://www.colorincolorado.org/ell-basics/resources-grade/preschool-and-kindergarten-ells
NJDOE Title III & Bilingual/ESL Education	https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm
University of Wisconsin-Madison Libraries	https://researchguides.library.wisc.edu/c.php?g=177873&p=1169756
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf
Cognate List	https://www.colorincolorado.org/guide/cognate-list-english-and-spanish
Edutopia	https://www.edutopia.org/article/helpful-online-resources-teaching-ells
Larry Ferlazzo's Websites	https://larryferlazzo.edublogs.org/2008/05/28/the-best-listening-sites-for-english-language-learners/
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

CRP1	Act as a responsible and contributing citizen and employee.
CRP4	Communicate clearly and effectively and with reason.
CRP5	Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
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.

Indicator Number	21st Century Life and Careers Indicator
9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Indicator Number	Social Studies Indicator
SOC.6.1.4.B	Geography, People, and the Environment
HPE.2.1.2.E	Social and Emotional Health
HPE.2.2.2.B	Decision-Making and Goal Setting
HPE.2.2.2.C	Character Development

Indicator Number	Technology Indicator
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes and schools. or countries using various media formats such as online collaborative tools, and social media.
8.1.8.A.1	Demonstrate knowledge of a real-world problem using digital tools.
8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
8.2.2.B.3	Identify products or systems that are designed to meet human needs.

Indicator Number	Visual and Performing Arts Indicator
1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures and identify elements of the works that relate to specific cultural heritages.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.3.8.C.2	Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.
1.3.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.

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
<p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodation in 504 plans include:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced level 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 	<ul style="list-style-type: none"> Focus on concept does not detail 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 level 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 	<ul style="list-style-type: none"> Focus on concept does not detail 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 level reading materials Deliver the content in "chunks" Varied texts and supplementary materials

visits occupational or physical therapy	<ul style="list-style-type: none"> • After mastery of a unit, provide students with more advanced learning activities, not more of the same activity • Present information using thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual support, 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 	<ul style="list-style-type: none"> • 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 support, 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
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ELA/ESL Curriculum: Proficiency Levels 1-5

Kindergarten

Book 5
Magic Tree House- Sunset of the Sabertooth
<p>The curriculum for Kindergarten 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.</p> <p>Students will learn how people discover new things about themselves through experiences and relationships. In this unit, students will engage in 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 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.</p> <p>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 to develop content and academic language simultaneously.</p> <p>The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.</p>

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
Trimester 2-3 3 Weeks	Elementary School Kindergarten meet for ELA for a period of 90 minutes daily.	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	NJSLS (NJ Student Learning Standards) for ELA and interdisciplinary connections

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

world?	Everyone has a culture. It shapes how we see the world, ourselves and others.
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Stage 2: Evidence

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> Anecdotal records Observations Oral retells Collaborative discussions Exit tickets Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric Sorting/matching activities Class polls/hand signals Listening comprehension tasks Mystery Question Scaffolded Writing 	<ul style="list-style-type: none"> Scaffolded Writing Listening to conversation Benchmark Assessments – WIDA MODEL and/or ACCESS Portfolios documenting Evidence of the completion of “Can Do” tasks performed at the ELP level for each individual child across the interpretive, interpersonal modes of communication.

Unit Projects / Assessments:

At the end of this unit students will be able to retell and dramatize Sunset of the Sabertooth, from beginning to end.

- 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 sequence words (e.g., *first, next, then, last*) to provide information in the Community Guide.
- Use of vocabulary learned in each story.
- 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.

Stage 3: Learning Plan

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

The thematic units of the Kindergarten 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 Kindergarten ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodology
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ 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 <p>Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.</p> <p>Sample Activities:</p> <p>Use long and short vowels</p> <p>Write a message to describe the picture.</p> <p>Pre-teach background knowledge</p> <p>Dramatize story</p> <p>Make props in order to dramatize story</p> <p>Draw a picture to represent characters in the story.</p> <p>Listen and dramatize in order to demonstrate comprehension of stories read aloud</p>	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <ul style="list-style-type: none"> ▪ 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. ▪ Teachers must know the ELP for each of their students in order to appropriately provide differentiation within the content of ELA.

<p>Retell a story (beginning, middle end) after listening to a story</p> <p>Use a Know, Think, wonder to explore background.</p> <p>Compare and contrast stories</p> <p>Identify the letters of the alphabet and differentiate between vowels and consonants.</p> <p>Utilize word patterns in order to spell words.</p>	
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Scaffolds Per Proficiency Levels and Domain				
Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Model one step-directions for students to follow</p> <p>Provide visual/graphic displays for students to match social language</p> <p>Use realia that match vocabulary or oral statements</p> <p>Use L1 words/cognates when possible</p> <p>Allow students to listen to recorded audio as needed</p>	<p>Use manipulative visuals for students to manipulate in order to demonstrate sequence of story</p> <p>Use TPR</p> <p>Model matching or classifying oral descriptions to real-life experiences or visually represented information.</p> <p>Restate/rephrase and use similar sentence structures in oral routines</p>	<p>Use graphics/realia to model following multi-step oral directions</p> <p>Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals</p> <p>Provide wait time</p> <p>Use anticipation guides such as asking questions/discussing theme</p>	<p>Use Venn Diagram to compare and contrast information heard</p> <p>Jigsaw discussions</p>	<p>Confirm students' prior knowledge of content topics</p>
Domain: Speaking				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Allow students to speak with peers in L1 if possible</p>	<p>Use L1, pictures, gestures, or single words and patterned responses</p>	<p>Provide Graphic Organizer for oral retell</p>	<p>Model/Expect full sentence response</p>	<p>Model dialogue expected in discussion of ideas.</p>

<p>Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know</p> <p>Ask simple yes/no questions</p> <p>Ask simple wh-questions about the text</p> <p>Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning</p>	<p>Use simple sentence frames</p> <p>Think-Pair-Share discussions</p> <p>Model responses of higher-order thinking using sentence frames: "I think _____ because _____"</p> <p>Allow Small group activities following teacher modeling</p>	<p>Prompt student to dialogue/collaboration</p> <p>Think-Pair-Share</p> <p>Scaffold responses to higher order thinking by using sentence frames that are a bit more complex "In this chapter _____"</p>	<p>Expect full answers to higher order thinking questions</p> <p>Encourage students to orally present/describe drawings to classmates</p>	
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Domain: Reading

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

pictures/visual tools for students to manipulate				
Domain: Writing				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Create vocabulary notebook with images and L1 translation</p> <p>Allow students to write words in L1</p> <p>Allow students to draw pictures</p> <p>Provide sentence frames with word bank and images. "I think ____."</p> <p>Label pictures with words from word bank.</p>	<p>Use PWI model</p> <p>Model using Graphic Organizer to write down ideas</p> <p>Prompt students to engage in sharing of ideas.</p> <p>Use storyboard where students draw and write simple sentences</p> <p>Provide sentence frames: "I like to ____".</p>	<p>Use Graphic Organizers</p> <p>Model writing full sentences</p> <p>Provide sentence stems: "When I go outside I ____."</p> <p>Use storyboard – using pictures and full sentences.</p>	<p>Prompt students to independent writing</p> <p>Encourage use of target vocabulary</p> <p>Encourage use grammar and punctuation.</p>	<p>Independent use of target vocabulary</p>

What will Students know?
<ul style="list-style-type: none"> ▪ Learn story structure and will be able to summarize. ▪ Create conclusions, use inferences and predictions. ▪ Understand characters, analyze and evaluate a story. ▪ Compare and contrast. ▪ Infer and predict. ▪ Utilize visualization. ▪ Differentiate comprehension and vocabulary strategies.

What will Students be able to do with the language?
<p>Students will be able to</p> <ul style="list-style-type: none"> ▪ 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 Magic Tree House unit.

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 Reading Literature Text
LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
LA.RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
LA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
LA.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LA.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
Related NJSLs	Part 2 Reading Informational Text

LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.RI.K.5	Identify the front cover, back cover, and title page of a book.
LA.RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LA.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LA.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
LA.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LA.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
LA.SL.K.1.B	Continue a conversation through multiple exchanges
Related NJSLs	Part 3 College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Vocabulary Acquisition and Uses
LA.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
LA.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LA.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, talk about the events in the order in which they occurred, and provide a reaction to what happened

LA.W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
LA.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LA.W.K.8	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.W.K.9	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:

- Magic Tree House Series (ELL, Vocabulary, Below, On Level and Above):
 - *Sunset of the Sabertooth*
- Scaffolded writing paper
- Seesaw
- Flipgrid
- Storylineonline.net
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA (2020)	https://wida.wisc.edu/teach/standards/eld
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New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	https://www.colorincolorado.org/ell-basics/resources-grade/preschool-and-kindergarten-ells
NJDOE Title III & Bilingual/ESL Education	https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm
University of Wisconsin-Madison Libraries	https://researchguides.library.wisc.edu/c.php?g=177873&p=1169756
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf
Cognate List	https://www.colorincolorado.org/guide/cognate-list-english-and-spanish
Edutopia	https://www.edutopia.org/article/helpful-online-resources-teaching-ells
Larry Ferlazzo's Websites	https://larryferlazzo.edublogs.org/2008/05/28/the-best-listening-sites-for-english-language-learners/
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Facilitate Language Acquisition by	https://www.languagemagazine.com/april-2018-internet-edition/

Carol Gaab	
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

CRP1	Act as a responsible and contributing citizen and employee.
CRP4	Communicate clearly and effectively and with reason.
CRP5	Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
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.

Indicator Number	21st Century Life and Careers Indicator
9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Indicator Number	Social Studies Indicator
SOC.6.1.4.B	Geography, People, and the Environment
HPE.2.1.2.E	Social and Emotional Health
HPE.2.2.2.B	Decision-Making and Goal Setting
HPE.2.2.2.C	Character Development

Indicator Number	Technology Indicator
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes and schools. or countries using various media formats such as online collaborative tools, and social media.

8.1.8.A.1	Demonstrate knowledge of a real-world problem using digital tools.
8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
8.2.2.B.3	Identify products or systems that are designed to meet human needs.

Indicator Number	Visual and Performing Arts Indicator
1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures and identify elements of the works that relate to specific cultural heritages.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.3.8.C.2	Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.
1.3.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.

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
<p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodation in 504 plans include:</p> <ul style="list-style-type: none"> preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced level 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 	<ul style="list-style-type: none"> Focus on concept does not detail 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 level reading materials 	<ul style="list-style-type: none"> Focus on concept does not detail 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

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> • 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 support, 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 	<ul style="list-style-type: none"> • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate level 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 support, 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
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ELA/ESL Curriculum: Proficiency Levels 1-5

Kindergarten

Book 6
Magic Tree House- Midnight on the Moon
<p>The curriculum for Kindergarten 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.</p> <p>Students will learn how people discover new things about themselves through experiences and relationships. In this unit, students will engage in 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 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.</p> <p>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 to develop content and academic language simultaneously.</p> <p>The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.</p>

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
Trimester 2-3 3 Weeks	Elementary School Kindergarten meet for ELA for a period of 90 minutes daily.	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.
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	English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
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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	NJSLS (NJ Student Learning Standards) for ELA and interdisciplinary connections

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

world?	Everyone has a culture. It shapes how we see the world, ourselves and others.
Stage 2: Evidence	
<p>Formative Assessments</p> <ul style="list-style-type: none"> ▪ Anecdotal records ▪ Observations ▪ Oral retells ▪ Collaborative discussions ▪ Exit tickets ▪ Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric ▪ Sorting/matching activities ▪ Class polls/hand signals ▪ Listening comprehension tasks ▪ Mystery Question ▪ Scaffolded Writing 	<p>Summative Assessments</p> <ul style="list-style-type: none"> ▪ Scaffolded Writing ▪ Listening to conversation ▪ Benchmark Assessments – WIDA MODEL and/or ACCESS ▪ Portfolios documenting Evidence of the completion of “Can Do” tasks performed at the ELP level for each individual child across the interpretive, interpersonal modes of communication.
<p>Unit Projects / Assessments:</p> <p>At the end of this unit students will be able to retell and dramatize <i>Midnight on the Moon</i>, from beginning to end.</p> <ul style="list-style-type: none"> ▪ 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 sequence words (e.g., <i>first, next, then, last</i>) to provide information in the Community Guide. ▪ Use of vocabulary learned in each story. ▪ Appropriate use of <i>wh-</i> questions (<i>who, what, when, where, why</i>), pronouns, and simple present and past forms of common verbs (<i>to feel, to be</i>) to ask and answer questions. ▪ Effective use of the conjunction <i>because</i> to elaborate on ideas. 	
Stage 3: Learning Plan	
How will the learning unfold over the course of the unit?	

The thematic units of the Kindergarten 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 Kindergarten ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodology
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ 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 <p>Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.</p> <p>Sample Activities:</p> <p>Use long and short vowels</p> <p>Write a message to describe the picture.</p> <p>Pre-teach background knowledge</p> <p>Dramatize story</p> <p>Make props in order to dramatize story</p> <p>Draw a picture to represent characters in the story.</p> <p>Listen and dramatize in order to demonstrate comprehension of stories read aloud</p>	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <ul style="list-style-type: none"> ▪ 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. ▪ Teachers must know the ELP for each of their students in order to appropriately provide differentiation within the content of ELA.

<p>Retell a story (beginning, middle end) after listening to a story</p> <p>Use a Know, Think, wonder to explore background.</p> <p>Compare and contrast stories</p> <p>Identify the letters of the alphabet and differentiate between vowels and consonants.</p> <p>Utilize word patterns in order to spell words.</p>	
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Scaffolds Per Proficiency Levels and Domain				
Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Model one step-directions for students to follow</p> <p>Provide visual/graphic displays for students to match social language</p> <p>Use realia that match vocabulary or oral statements</p> <p>Use L1 words/cognates when possible</p> <p>Allow students to listen to recorded audio as needed</p>	<p>Use manipulative visuals for students to manipulate in order to demonstrate sequence of story</p> <p>Use TPR</p> <p>Model matching or classifying oral descriptions to real-life experiences or visually represented information.</p> <p>Restate/rephrase and use similar sentence structures in oral routines</p>	<p>Use graphics/realia to model following multi-step oral directions</p> <p>Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals</p> <p>Provide wait time</p> <p>Use anticipation guides such as asking questions/discussing theme</p>	<p>Use Venn Diagram to compare and contrast information heard</p> <p>Jigsaw discussions</p>	<p>Confirm students' prior knowledge of content topics</p>
Domain: Speaking				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Allow students to speak with peers in L1 if possible</p>	<p>Use L1, pictures, gestures, or single words and patterned responses</p>	<p>Provide Graphic Organizer for oral retell</p>	<p>Model/Expect full sentence response</p>	<p>Model dialogue expected in discussion of ideas.</p>

<p>Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know</p> <p>Ask simple yes/no questions</p> <p>Ask simple wh-questions about the text</p> <p>Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning</p>	<p>Use simple sentence frames</p> <p>Think-Pair-Share discussions</p> <p>Model responses of higher-order thinking using sentence frames: "I think _____ because _____"</p> <p>Allow Small group activities following teacher modeling</p>	<p>Prompt student to dialogue/collaboration</p> <p>Think-Pair-Share</p> <p>Scaffold responses to higher order thinking by using sentence frames that are a bit more complex "In this chapter _____"</p>	<p>Expect full answers to higher order thinking questions</p> <p>Encourage students to orally present/describe drawings to classmates</p>	
Domain: Reading				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Preview story in L1 if possible</p> <p>Preview story with picture walk</p> <p>Use picture cards</p> <p>Identify cognates and pre-teach vocabulary connecting to L1 when possible</p> <p>Use Teacher Read-Aloud with gestures</p> <p>Engage students in choral reading</p> <p>Students will retell sequence of events of story heard using</p>	<p>Preview text using KWL chart</p> <p>Modify length of reading passages</p> <p>Pre-teach vocabulary in text using pictures and cognates (if available)</p> <p>Students will retell sequence of events of text read using pictures/visual tools for students to manipulate</p>	<p>Use word wall with vocabulary relevant to lesson using pictures</p> <p>Offer text at student's proficiency level.</p> <p>Ask text-dependent questions</p>	<p>Model developing a story map.</p> <p>Ask for inference/predictions questions</p>	<p>Provide Graphic Organizer for development of text summary</p>

pictures/visual tools for students to manipulate				
Domain: Writing				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Create vocabulary notebook with images and L1 translation</p> <p>Allow students to write words in L1</p> <p>Allow students to draw pictures</p> <p>Provide sentence frames with word bank and images. "I think ____."</p> <p>Label pictures with words from word bank.</p>	<p>Use PWI model</p> <p>Model using Graphic Organizer to write down ideas</p> <p>Prompt students to engage in sharing of ideas.</p> <p>Use storyboard where students draw and write simple sentences</p> <p>Provide sentence frames: "I like to ____".</p>	<p>Use Graphic Organizers</p> <p>Model writing full sentences</p> <p>Provide sentence stems: "When I go outside I ____."</p> <p>Use storyboard – using pictures and full sentences.</p>	<p>Prompt students to independent writing</p> <p>Encourage use of target vocabulary</p> <p>Encourage use grammar and punctuation.</p>	<p>Independent use of target vocabulary</p>

What will Students know?
<ul style="list-style-type: none"> ▪ Learn story structure and will be able to summarize. ▪ Create conclusions, use inferences and predictions. ▪ Understand characters, analyze and evaluate a story. ▪ Compare and contrast. ▪ Infer and predict. ▪ Utilize visualization. ▪ Differentiate comprehension and vocabulary strategies.

What will Students be able to do with the language?
<p>Students will be able to</p> <ul style="list-style-type: none"> ▪ 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 Magic Tree House unit.

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 Reading Literature Text
LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
LA.RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
LA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
LA.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LA.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
Related NJSLs	Part 2 Reading Informational Text

LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.RI.K.5	Identify the front cover, back cover, and title page of a book.
LA.RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LA.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LA.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
LA.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LA.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
LA.SL.K.1.B	Continue a conversation through multiple exchanges
Related NJSLs	Part 3 College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Vocabulary Acquisition and Uses
LA.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
LA.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LA.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, talk about the events in the order in which they occurred, and provide a reaction to what happened

LA.W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
LA.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LA.W.K.8	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.W.K.9	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:

- Magic Tree House Series (ELL, Vocabulary, Below, On Level and Above):
 - *Midnight on the Moon*
- Scaffolded writing paper
- Seesaw
- Flipgrid
- Storylineonline.net
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA (2020)	https://wida.wisc.edu/teach/standards/eld
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New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	https://www.colorincolorado.org/ell-basics/resources-grade/preschool-and-kindergarten-ells
NJDOE Title III & Bilingual/ESL Education	https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm
University of Wisconsin-Madison Libraries	https://researchguides.library.wisc.edu/c.php?g=177873&p=1169756
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AF A.pdf
Cognate List	https://www.colorincolorado.org/guide/cognate-list-english-and-spanish
Edutopia	https://www.edutopia.org/article/helpful-online-resources-teaching-ells
Larry Ferlazzo's Websites	https://larryferlazzo.edublogs.org/2008/05/28/the-best-listening-sites-for-english-language-learners/
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Facilitate Language Acquisition by	https://www.languagemagazine.com/april-2018-internet-edition/

Carol Gaab	
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

CRP1	Act as a responsible and contributing citizen and employee.
CRP4	Communicate clearly and effectively and with reason.
CRP5	Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
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.

Indicator Number	21st Century Life and Careers Indicator
9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Indicator Number	Social Studies Indicator
SOC.6.1.4.B	Geography, People, and the Environment
HPE.2.1.2.E	Social and Emotional Health
HPE.2.2.2.B	Decision-Making and Goal Setting
HPE.2.2.2.C	Character Development

Indicator Number	Technology Indicator
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes and schools. or countries using various media formats such as online collaborative tools, and social media.

8.1.8.A.1	Demonstrate knowledge of a real-world problem using digital tools.
8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
8.2.2.B.3	Identify products or systems that are designed to meet human needs.

Indicator Number	Visual and Performing Arts Indicator
1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures and identify elements of the works that relate to specific cultural heritages.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.3.8.C.2	Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.
1.3.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.

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
<p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodation in 504 plans include:</p> <ul style="list-style-type: none"> preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced level 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 	<ul style="list-style-type: none"> Focus on concept does not detail 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 level reading materials 	<ul style="list-style-type: none"> Focus on concept does not detail 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

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> • 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 support, 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 	<ul style="list-style-type: none"> • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate level 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 support, 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
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ELA/ESL Curriculum: Proficiency Levels 1-5

Kindergarten

Book 7
Magic Tree House- Dolphins at Daybreak
<p>The curriculum for Kindergarten 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.</p> <p>Students will learn how people discover new things about themselves through experiences and relationships. In this unit, students will engage in 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 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.</p> <p>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 to develop content and academic language simultaneously.</p> <p>The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.</p>

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
Trimester 2-3 3 Weeks	Elementary School Kindergarten meet for ELA for a period of 90 minutes daily.	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	NJSLS (NJ Student Learning Standards) for ELA and interdisciplinary connections

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

	Everyone has a culture. It shapes how we see the world, ourselves and others.
Stage 2: Evidence	
Formative Assessments <ul style="list-style-type: none"> ▪ Anecdotal records ▪ Observations ▪ Oral retells ▪ Collaborative discussions ▪ Exit tickets ▪ Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric ▪ Sorting/matching activities ▪ Class polls/hand signals ▪ Listening comprehension tasks ▪ Mystery Question ▪ Scaffolded Writing 	Summative Assessments <ul style="list-style-type: none"> ▪ Scaffolded Writing ▪ Listening to conversation ▪ Benchmark Assessments – WIDA MODEL and/or ACCESS ▪ Portfolios documenting Evidence of the completion of “Can Do” tasks performed at the ELP level for each individual child across the interpretive, interpersonal modes of communication.
Unit Projects / Assessments: <p>At the end of this unit students will be able to retell and dramatize Dolphins at Daybreak, from beginning to end.</p> <ul style="list-style-type: none"> ▪ 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 sequence words (e.g., <i>first, next, then, last</i>) to provide information in the Community Guide. ▪ Use of vocabulary learned in each story. ▪ Appropriate use of <i>wh-</i> questions (<i>who, what, when, where, why</i>), pronouns, and simple present and past forms of common verbs (<i>to feel, to be</i>) to ask and answer questions. ▪ Effective use of the conjunction <i>because</i> to elaborate on ideas. 	

Stage 3: Learning Plan
How will the learning unfold over the course of the unit?

The thematic units of the Kindergarten 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 Kindergarten ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodology
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ 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 <p>Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.</p> <p>Sample Activities:</p> <p>Use long and short vowels</p> <p>Write a message to describe the picture.</p> <p>Pre-teach background knowledge</p> <p>Dramatize story</p> <p>Make props in order to dramatize story</p> <p>Draw a picture to represent characters in the story.</p> <p>Listen and dramatize in order to demonstrate comprehension of stories read aloud</p>	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <ul style="list-style-type: none"> ▪ 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. ▪ Teachers must know the ELP for each of their students in order to appropriately provide differentiation within the content of ELA.

<p>Retell a story (beginning, middle end) after listening to a story</p> <p>Use a Know, Think, wonder to explore background.</p> <p>Compare and contrast stories</p> <p>Identify the letters of the alphabet and differentiate between vowels and consonants.</p> <p>Utilize word patterns in order to spell words.</p>	
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Scaffolds Per Proficiency Levels and Domain				
Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Model one step-directions for students to follow</p> <p>Provide visual/graphic displays for students to match social language</p> <p>Use realia that match vocabulary or oral statements</p> <p>Use L1 words/cognates when possible</p> <p>Allow students to listen to recorded audio as needed</p>	<p>Use manipulative visuals for students to manipulate in order to demonstrate sequence of story</p> <p>Use TPR</p> <p>Model matching or classifying oral descriptions to real-life experiences or visually represented information.</p> <p>Restate/rephrase and use similar sentence structures in oral routines</p>	<p>Use graphics/realia to model following multi-step oral directions</p> <p>Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals</p> <p>Provide wait time</p> <p>Use anticipation guides such as asking questions/discussing theme</p>	<p>Use Venn Diagram to compare and contrast information heard</p> <p>Jigsaw discussions</p>	<p>Confirm students' prior knowledge of content topics</p>
Domain: Speaking				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Allow students to speak with peers in L1 if possible</p>	<p>Use L1, pictures, gestures, or single words and patterned responses</p>	<p>Provide Graphic Organizer for oral retell</p>	<p>Model/Expect full sentence response</p>	<p>Model dialogue expected in discussion of ideas.</p>

<p>Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know</p> <p>Ask simple yes/no questions</p> <p>Ask simple wh-questions about the text</p> <p>Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning</p>	<p>Use simple sentence frames</p> <p>Think-Pair-Share discussions</p> <p>Model responses of higher-order thinking using sentence frames: "I think _____ because _____"</p> <p>Allow Small group activities following teacher modeling</p>	<p>Prompt student to dialogue/collaboration</p> <p>Think-Pair-Share</p> <p>Scaffold responses to higher order thinking by using sentence frames that are a bit more complex "In this chapter _____"</p>	<p>Expect full answers to higher order thinking questions</p> <p>Encourage students to orally present/describe drawings to classmates</p>	
Domain: Reading				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Preview story in L1 if possible</p> <p>Preview story with picture walk</p> <p>Use picture cards</p> <p>Identify cognates and pre-teach vocabulary connecting to L1 when possible</p> <p>Use Teacher Read-Aloud with gestures</p> <p>Engage students in choral reading</p> <p>Students will retell sequence of events of story heard using</p>	<p>Preview text using KWL chart</p> <p>Modify length of reading passages</p> <p>Pre-teach vocabulary in text using pictures and cognates (if available)</p> <p>Students will retell sequence of events of text read using pictures/visual tools for students to manipulate</p>	<p>Use word wall with vocabulary relevant to lesson using pictures</p> <p>Offer text at student's proficiency level.</p> <p>Ask text-dependent questions</p>	<p>Model developing a story map.</p> <p>Ask for inference/predictions questions</p>	<p>Provide Graphic Organizer for development of text summary</p>

pictures/visual tools for students to manipulate				
Domain: Writing				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Create vocabulary notebook with images and L1 translation</p> <p>Allow students to write words in L1</p> <p>Allow students to draw pictures</p> <p>Provide sentence frames with word bank and images. "I think ____."</p> <p>Label pictures with words from word bank.</p>	<p>Use PWI model</p> <p>Model using Graphic Organizer to write down ideas</p> <p>Prompt students to engage in sharing of ideas.</p> <p>Use storyboard where students draw and write simple sentences</p> <p>Provide sentence frames: "I like to ____".</p>	<p>Use Graphic Organizers</p> <p>Model writing full sentences</p> <p>Provide sentence stems: "When I go outside I ____."</p> <p>Use storyboard – using pictures and full sentences.</p>	<p>Prompt students to independent writing</p> <p>Encourage use of target vocabulary</p> <p>Encourage use grammar and punctuation.</p>	<p>Independent use of target vocabulary</p>

What will Students know?
<ul style="list-style-type: none"> ▪ Learn story structure and will be able to summarize. ▪ Create conclusions, use inferences and predictions. ▪ Understand characters, analyze and evaluate a story. ▪ Compare and contrast. ▪ Infer and predict. ▪ Utilize visualization. ▪ Differentiate comprehension and vocabulary strategies.

What will Students be able to do with the language?
<p>Students will be able to</p> <ul style="list-style-type: none"> ▪ 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 Magic Tree House unit.

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 Reading Literature Text
LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
LA.RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
LA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
LA.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LA.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
Related NJSLs	Part 2 Reading Informational Text

LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.RI.K.5	Identify the front cover, back cover, and title page of a book.
LA.RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LA.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LA.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
LA.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LA.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
LA.SL.K.1.B	Continue a conversation through multiple exchanges
Related NJSLs	Part 3 College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Vocabulary Acquisition and Uses
LA.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
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LA.W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
LA.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LA.W.K.8	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.W.K.9	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:

- Magic Tree House Series (ELL, Vocabulary, Below, On Level and Above):
 - *Dolphins at Daybreak*
- Scaffolded writing paper
- Seesaw
- Flipgrid
- Storylineonline.net
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA (2020)	https://wida.wisc.edu/teach/standards/eld
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New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	https://www.colorincolorado.org/ell-basics/resources-grade/preschool-and-kindergarten-ells
NJDOE Title III & Bilingual/ESL Education	https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm
University of Wisconsin-Madison Libraries	https://researchguides.library.wisc.edu/c.php?g=177873&p=1169756
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf
Cognate List	https://www.colorincolorado.org/guide/cognate-list-english-and-spanish
Edutopia	https://www.edutopia.org/article/helpful-online-resources-teaching-ells
Larry Ferlazzo's Websites	https://larryferlazzo.edublogs.org/2008/05/28/the-best-listening-sites-for-english-language-learners/
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/

Krashen on L2 Acquisition	http://www.sdkrashen.com
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Interdisciplinary Connections

CRP1	Act as a responsible and contributing citizen and employee.
CRP4	Communicate clearly and effectively and with reason.
CRP5	Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
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.

Indicator Number	21st Century Life and Careers Indicator
9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Indicator Number	Social Studies Indicator
SOC.6.1.4.B	Geography, People, and the Environment
HPE.2.1.2.E	Social and Emotional Health
HPE.2.2.2.B	Decision-Making and Goal Setting
HPE.2.2.2.C	Character Development

Indicator Number	Technology Indicator
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes and schools. or countries using various media formats such as online collaborative tools, and social media.
8.1.8.A.1	Demonstrate knowledge of a real-world problem using digital tools.

8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
8.2.2.B.3	Identify products or systems that are designed to meet human needs.

Indicator Number	Visual and Performing Arts Indicator
1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures and identify elements of the works that relate to specific cultural heritages.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.3.8.C.2	Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.
1.3.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.

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
<p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodation in 504 plans include:</p> <ul style="list-style-type: none"> preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids modified textbooks or audio-video materials 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced level 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 	<ul style="list-style-type: none"> Focus on concept does not detail 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 level reading materials Deliver the content in “chunks” 	<ul style="list-style-type: none"> Focus on concept does not detail 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

<ul style="list-style-type: none"> • 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 	<p>assessment or student choice</p> <ul style="list-style-type: none"> • 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 thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> • 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 support, 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 	<ul style="list-style-type: none"> • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate level 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 support, 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
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ELA/ESL Curriculum: Proficiency Levels 1-5

Kindergarten

Book 8
Magic Tree House- Ghost Town at Sundown
<p>The curriculum for Kindergarten 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.</p> <p>Students will learn how people discover new things about themselves through experiences and relationships. In this unit, students will engage in 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 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.</p> <p>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 to develop content and academic language simultaneously.</p> <p>The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.</p>

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
Trimester 2-3 3 Weeks	Elementary School Kindergarten meet for ELA for a period of 90 minutes daily.	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	NJSLS (NJ Student Learning Standards) for ELA and interdisciplinary connections

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

world?	Everyone has a culture. It shapes how we see the world, ourselves and others.
Stage 2: Evidence	
<p>Formative Assessments</p> <ul style="list-style-type: none"> ▪ Anecdotal records ▪ Observations ▪ Oral retells ▪ Collaborative discussions ▪ Exit tickets ▪ Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric ▪ Sorting/matching activities ▪ Class polls/hand signals ▪ Listening comprehension tasks ▪ Mystery Question ▪ Scaffolded Writing 	<p>Summative Assessments</p> <ul style="list-style-type: none"> ▪ Scaffolded Writing ▪ Listening to conversation ▪ Benchmark Assessments – WIDA MODEL and/or ACCESS ▪ Portfolios documenting Evidence of the completion of “Can Do” tasks performed at the ELP level for each individual child across the interpretive, interpersonal modes of communication.
<p>Unit Projects / Assessments:</p> <p>At the end of this unit students will be able to retell and dramatize Ghost Town at Sundown, from beginning to end.</p> <ul style="list-style-type: none"> ▪ 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 sequence words (e.g., <i>first, next, then, last</i>) to provide information in the Community Guide. ▪ Use of vocabulary learned in each story. ▪ Appropriate use of <i>wh-</i> questions (<i>who, what, when, where, why</i>), pronouns, and simple present and past forms of common verbs (<i>to feel, to be</i>) to ask and answer questions. ▪ Effective use of the conjunction <i>because</i> to elaborate on ideas. 	
Stage 3: Learning Plan	
How will the learning unfold over the course of the unit?	

The thematic units of the Kindergarten 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 Kindergarten ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodology
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ 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 <p>Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.</p> <p>Sample Activities:</p> <p>Use long and short vowels</p> <p>Write a message to describe the picture.</p> <p>Pre-teach background knowledge</p> <p>Dramatize story</p> <p>Make props in order to dramatize story</p> <p>Draw a picture to represent characters in the story.</p> <p>Listen and dramatize in order to demonstrate comprehension of stories read aloud</p>	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <ul style="list-style-type: none"> ▪ 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. ▪ Teachers must know the ELP for each of their students in order to appropriately provide differentiation within the content of ELA.

<p>Retell a story (beginning, middle end) after listening to a story</p> <p>Use a Know, Think, wonder to explore background.</p> <p>Compare and contrast stories</p> <p>Identify the letters of the alphabet and differentiate between vowels and consonants.</p> <p>Utilize word patterns in order to spell words.</p>	
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Scaffolds Per Proficiency Levels and Domain				
Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Model one step-directions for students to follow</p> <p>Provide visual/graphic displays for students to match social language</p> <p>Use realia that match vocabulary or oral statements</p> <p>Use L1 words/cognates when possible</p> <p>Allow students to listen to recorded audio as needed</p>	<p>Use manipulative visuals for students to manipulate in order to demonstrate sequence of story</p> <p>Use TPR</p> <p>Model matching or classifying oral descriptions to real-life experiences or visually represented information.</p> <p>Restate/rephrase and use similar sentence structures in oral routines</p>	<p>Use graphics/realia to model following multi-step oral directions</p> <p>Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals</p> <p>Provide wait time</p> <p>Use anticipation guides such as asking questions/discussing theme</p>	<p>Use Venn Diagram to compare and contrast information heard</p> <p>Jigsaw discussions</p>	<p>Confirm students' prior knowledge of content topics</p>
Domain: Speaking				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Allow students to speak with peers in L1 if possible</p>	<p>Use L1, pictures, gestures, or single words and patterned responses</p>	<p>Provide Graphic Organizer for oral retell</p>	<p>Model/Expect full sentence response</p>	<p>Model dialogue expected in discussion of ideas.</p>

<p>Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know</p> <p>Ask simple yes/no questions</p> <p>Ask simple wh-questions about the text</p> <p>Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning</p>	<p>Use simple sentence frames</p> <p>Think-Pair-Share discussions</p> <p>Model responses of higher-order thinking using sentence frames: "I think _____ because _____"</p> <p>Allow Small group activities following teacher modeling</p>	<p>Prompt student to dialogue/collaboration</p> <p>Think-Pair-Share</p> <p>Scaffold responses to higher order thinking by using sentence frames that are a bit more complex "In this chapter _____"</p>	<p>Expect full answers to higher order thinking questions</p> <p>Encourage students to orally present/describe drawings to classmates</p>	
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Domain: Reading

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

pictures/visual tools for students to manipulate				
Domain: Writing				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Create vocabulary notebook with images and L1 translation</p> <p>Allow students to write words in L1</p> <p>Allow students to draw pictures</p> <p>Provide sentence frames with word bank and images. "I think ____."</p> <p>Label pictures with words from word bank.</p>	<p>Use PWI model</p> <p>Model using Graphic Organizer to write down ideas</p> <p>Prompt students to engage in sharing of ideas.</p> <p>Use storyboard where students draw and write simple sentences</p> <p>Provide sentence frames: "I like to ____".</p>	<p>Use Graphic Organizers</p> <p>Model writing full sentences</p> <p>Provide sentence stems: "When I go outside I ____."</p> <p>Use storyboard – using pictures and full sentences.</p>	<p>Prompt students to independent writing</p> <p>Encourage use of target vocabulary</p> <p>Encourage use grammar and punctuation.</p>	<p>Independent use of target vocabulary</p>

What will Students know?
<ul style="list-style-type: none"> ▪ Learn story structure and will be able to summarize. ▪ Create conclusions, use inferences and predictions. ▪ Understand characters, analyze and evaluate a story. ▪ Compare and contrast. ▪ Infer and predict. ▪ Utilize visualization. ▪ Differentiate comprehension and vocabulary strategies.

What will Students be able to do with the language?
<p>Students will be able to</p> <ul style="list-style-type: none"> ▪ 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 Magic Tree House unit.

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 Reading Literature Text
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LA.RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
LA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
LA.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LA.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
Related NJSLs	Part 2 Reading Informational Text

LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.RI.K.5	Identify the front cover, back cover, and title page of a book.
LA.RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LA.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LA.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
LA.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LA.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
LA.SL.K.1.B	Continue a conversation through multiple exchanges
Related NJSLs	Part 3 College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Vocabulary Acquisition and Uses
LA.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
LA.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LA.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, talk about the events in the order in which they occurred, and provide a reaction to what happened

LA.W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
LA.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LA.W.K.8	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.W.K.9	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:

- Magic Tree House Series (ELL, Vocabulary, Below, On Level and Above):
 - *Ghost Town at Sundown*
- Scaffolded writing paper
- Seesaw
- Flipgrid
- Storylineonline.net
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA (2020)	https://wida.wisc.edu/teach/standards/eld
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New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	https://www.colorincolorado.org/ell-basics/resources-grade/preschool-and-kindergarten-ells
NJDOE Title III & Bilingual/ESL Education	https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm
University of Wisconsin-Madison Libraries	https://researchguides.library.wisc.edu/c.php?g=177873&p=1169756
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf
Cognate List	https://www.colorincolorado.org/guide/cognate-list-english-and-spanish
Edutopia	https://www.edutopia.org/article/helpful-online-resources-teaching-ells
Larry Ferlazzo's Websites	https://larryferlazzo.edublogs.org/2008/05/28/the-best-listening-sites-for-english-language-learners/
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/

Krashen on L2 Acquisition	http://www.sdkrashen.com
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Interdisciplinary Connections

CRP1	Act as a responsible and contributing citizen and employee.
CRP4	Communicate clearly and effectively and with reason.
CRP5	Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
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.

Indicator Number	21st Century Life and Careers Indicator
9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Indicator Number	Social Studies Indicator
SOC.6.1.4.B	Geography, People, and the Environment
HPE.2.1.2.E	Social and Emotional Health
HPE.2.2.2.B	Decision-Making and Goal Setting
HPE.2.2.2.C	Character Development

Indicator Number	Technology Indicator
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes and schools. or countries using various media formats such as online collaborative tools, and social media.
8.1.8.A.1	Demonstrate knowledge of a real-world problem using digital tools.

8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
8.2.2.B.3	Identify products or systems that are designed to meet human needs.

Indicator Number	Visual and Performing Arts Indicator
1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures and identify elements of the works that relate to specific cultural heritages.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.3.8.C.2	Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.
1.3.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.

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
<p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodation in 504 plans include:</p> <ul style="list-style-type: none"> preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids modified textbooks or audio-video materials 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced level 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 	<ul style="list-style-type: none"> Focus on concept does not detail 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 level reading materials Deliver the content in “chunks” 	<ul style="list-style-type: none"> Focus on concept does not detail 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

<ul style="list-style-type: none"> • 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 	<p>assessment or student choice</p> <ul style="list-style-type: none"> • 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 thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> • 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 support, 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 	<ul style="list-style-type: none"> • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate level 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 support, 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
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ELA/ESL Curriculum: Proficiency Levels 1-5

Kindergarten

Book 9
Magic Tree House- Lions at Lunchtime
<p>The curriculum for Kindergarten 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.</p> <p>Students will learn how people discover new things about themselves through experiences and relationships. In this unit, students will engage in 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 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.</p> <p>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 to develop content and academic language simultaneously.</p> <p>The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.</p>

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
Trimester 2-3 3 Weeks	Elementary School Kindergarten meet for ELA for a period of 90 minutes daily.	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
<p>What language do students need in order to demonstrate comprehension and engage in the topic of friendships and social relations?</p> <p>What strategies can I use to better understand unfamiliar language?</p> <p>How can I make myself understood as a novice level speaker?</p> <p>Who am I and what is my place in the world?</p>	<p>Students will explore friendships and the world around them while discussing their own likes and dislikes as they develop skills and strategies across English modalities.</p> <p>Biliteracy is a valuable skill in a global community.</p> <p>Listening to familiar words and watching the speaker for clues may help me figure out what the speaker is saying.</p> <p>Using pictures, movement, and acting words can help my classmates, my teacher, and others understand me.</p>

		Everyone has a culture. It shapes how we see the world, ourselves and others.
Stage 2: Evidence		
Formative Assessments <ul style="list-style-type: none"> ▪ Anecdotal records ▪ Observations ▪ Oral retells ▪ Collaborative discussions ▪ Exit tickets ▪ Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric ▪ Sorting/matching activities ▪ Class polls/hand signals ▪ Listening comprehension tasks ▪ Mystery Question ▪ Scaffolded Writing 		Summative Assessments <ul style="list-style-type: none"> ▪ Scaffolded Writing ▪ Listening to conversation ▪ Benchmark Assessments – WIDA MODEL and/or ACCESS ▪ Portfolios documenting Evidence of the completion of “Can Do” tasks performed at the ELP level for each individual child across the interpretive, interpersonal modes of communication.
Unit Projects / Assessments: <p>At the end of this unit students will be able to retell and dramatize Lions at Lunchtime, from beginning to end.</p> <ul style="list-style-type: none"> ▪ 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 sequence words (e.g., <i>first, next, then, last</i>) to provide information in the Community Guide. ▪ Use of vocabulary learned in each story. ▪ Appropriate use of <i>wh-</i> questions (<i>who, what, when, where, why</i>), pronouns, and simple present and past forms of common verbs (<i>to feel, to be</i>) to ask and answer questions. ▪ Effective use of the conjunction <i>because</i> to elaborate on ideas. 		
Stage 3: Learning Plan		

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

The thematic units of the Kindergarten 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 Kindergarten ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodology
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ 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 <p>Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.</p> <p>Sample Activities:</p> <p>Use long and short vowels</p> <p>Write a message to describe the picture.</p> <p>Pre-teach background knowledge</p> <p>Dramatize story</p> <p>Make props in order to dramatize story</p>	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <ul style="list-style-type: none"> ▪ 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. ▪ Teachers must know the ELP for each of their students in order to appropriately provide differentiation within the content of ELA.

<p>Draw a picture to represent characters in the story.</p> <p>Listen and dramatize in order to demonstrate comprehension of stories read aloud</p> <p>Retell a story (beginning, middle end) after listening to a story</p> <p>Use a Know, Think, wonder to explore background.</p> <p>Compare and contrast stories</p> <p>Identify the letters of the alphabet and differentiate between vowels and consonants.</p> <p>Utilize word patterns in order to spell words.</p>	
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Scaffolds Per Proficiency Levels and Domain				
Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Model one step-directions for students to follow</p> <p>Provide visual/graphic displays for students to match social language</p> <p>Use realia that match vocabulary or oral statements</p> <p>Use L1 words/cognates when possible</p> <p>Allow students to listen to recorded audio as needed</p>	<p>Use manipulative visuals for students to manipulate in order to demonstrate sequence of story</p> <p>Use TPR</p> <p>Model matching or classifying oral descriptions to real-life experiences or visually represented information.</p> <p>Restate/rephrase and use similar sentence structures in oral routines</p>	<p>Use graphics/realia to model following multi-step oral directions</p> <p>Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals</p> <p>Provide wait time</p> <p>Use anticipation guides such as asking questions/discussing theme</p>	<p>Use Venn Diagram to compare and contrast information heard</p> <p>Jigsaw discussions</p>	<p>Confirm students' prior knowledge of content topics</p>
Domain: Speaking				

ELP1	ELP2	ELP3	ELP4	ELP5
<p>Allow students to speak with peers in L1 if possible</p> <p>Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know</p> <p>Ask simple yes/no questions</p> <p>Ask simple wh-questions about the text</p> <p>Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning</p>	<p>Use L1, pictures, gestures, or single words and patterned responses</p> <p>Use simple sentence frames</p> <p>Think-Pair-Share discussions</p> <p>Model responses of higher-order thinking using sentence frames: "I think _____ because _____"</p> <p>Allow Small group activities following teacher modeling</p>	<p>Provide Graphic Organizer for oral retell</p> <p>Prompt student to dialogue/collaboration</p> <p>Think-Pair-Share</p> <p>Scaffold responses to higher order thinking by using sentence frames that are a bit more complex "In this chapter _____"</p>	<p>Model/Expect full sentence response</p> <p>Expect full answers to higher order thinking questions</p> <p>Encourage students to orally present/describe drawings to classmates</p>	<p>Model dialogue expected in discussion of ideas.</p>

Domain: Reading

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

Students will retell sequence of events of story heard using pictures/visual tools for students to manipulate				
Domain: Writing				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Create vocabulary notebook with images and L1 translation</p> <p>Allow students to write words in L1</p> <p>Allow students to draw pictures</p> <p>Provide sentence frames with word bank and images. "I think ____."</p> <p>Label pictures with words from word bank.</p>	<p>Use PWI model</p> <p>Model using Graphic Organizer to write down ideas</p> <p>Prompt students to engage in sharing of ideas.</p> <p>Use storyboard where students draw and write simple sentences</p> <p>Provide sentence frames: "I like to ____".</p>	<p>Use Graphic Organizers</p> <p>Model writing full sentences</p> <p>Provide sentence stems: "When I go outside I ____."</p> <p>Use storyboard – using pictures and full sentences.</p>	<p>Prompt students to independent writing</p> <p>Encourage use of target vocabulary</p> <p>Encourage use grammar and punctuation.</p>	<p>Independent use of target vocabulary</p>

What will Students know?
<ul style="list-style-type: none"> ▪ Learn story structure and will be able to summarize. ▪ Create conclusions, use inferences and predictions. ▪ Understand characters, analyze and evaluate a story. ▪ Compare and contrast. ▪ Infer and predict. ▪ Utilize visualization. ▪ Differentiate comprehension and vocabulary strategies.

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 Magic Tree House unit.

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 Reading Literature Text
LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
LA.RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
LA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
LA.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LA.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
Related NJSLs	Part 2

	Reading Informational Text
LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.RI.K.5	Identify the front cover, back cover, and title page of a book.
LA.RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LA.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LA.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
LA.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LA.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
LA.SL.K.1.B	Continue a conversation through multiple exchanges
Related NJSLs	Part 3 College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Vocabulary Acquisition and Uses
LA.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
LA.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LA.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, talk about the

	events in the order in which they occurred, and provide a reaction to what happened
LA.W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
LA.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LA.W.K.8	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.W.K.9	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.

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Suggested Materials/Resources/Websites:

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Colorin Colorado	https://www.colorincolorado.org/ell-basics/resources-grade/preschool-and-kindergarten-ells
NJDOE Title III & Bilingual/ESL Education	https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm
University of Wisconsin-Madison Libraries	https://researchguides.library.wisc.edu/c.php?g=177873&p=1169756
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf
Cognate List	https://www.colorincolorado.org/guide/cognate-list-english-and-spanish
Edutopia	https://www.edutopia.org/article/helpful-online-resources-teaching-ells
Larry Ferlazzo's Websites	https://larryferlazzo.edublogs.org/2008/05/28/the-best-listening-sites-for-english-language-learners/
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Facilitate Language	https://www.languagemagazine.com/april-2018-internet-edition/

Acquisition by Carol Gaab	
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

CRP1	Act as a responsible and contributing citizen and employee.
CRP4	Communicate clearly and effectively and with reason.
CRP5	Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP10	Plan education and career paths aligned to personal goals.
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CRP12	Work productively in teams while using cultural global competence.

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9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

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HPE.2.2.2.B	Decision-Making and Goal Setting
HPE.2.2.2.C	Character Development

Indicator Number	Technology Indicator
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes and schools. or countries using various media formats such as online collaborative tools, and social media.
8.1.8.A.1	Demonstrate knowledge of a real-world problem using digital tools.
8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
8.2.2.B.3	Identify products or systems that are designed to meet human needs.

Indicator Number	Visual and Performing Arts Indicator
1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures and identify elements of the works that relate to specific cultural heritages.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.3.8.C.2	Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.
1.3.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.

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
<p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodation in 504 plans include:</p> <ul style="list-style-type: none"> preferential seating extended time on tests and assignments 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced level 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 	<ul style="list-style-type: none"> Focus on concept does not detail 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 	<ul style="list-style-type: none"> Focus on concept does not detail 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

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> • Tiered centers, assignments, lessons, or products • Provide appropriate level 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 support, 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 	<ul style="list-style-type: none"> • 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 level 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 support, 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
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ELA/ESL Curriculum: Proficiency Levels 1-5

Kindergarten

Book 10
Magic Tree House- Polar Bears Past Bedtime
<p>The curriculum for Kindergarten 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.</p> <p>Students will learn how people discover new things about themselves through experiences and relationships. In this unit, students will engage in 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 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.</p> <p>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 to develop content and academic language simultaneously.</p> <p>The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.</p>

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
Trimester 2-3 3 Weeks	Elementary School Kindergarten meet for ELA for a period of 90 minutes daily.	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	NJSLS (NJ Student Learning Standards) for ELA and interdisciplinary connections

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

world?	Everyone has a culture. It shapes how we see the world, ourselves and others.
Stage 2: Evidence	
<p>Formative Assessments</p> <ul style="list-style-type: none"> ▪ Anecdotal records ▪ Observations ▪ Oral retells ▪ Collaborative discussions ▪ Exit tickets ▪ Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric ▪ Sorting/matching activities ▪ Class polls/hand signals ▪ Listening comprehension tasks ▪ Mystery Question ▪ Scaffolded Writing 	<p>Summative Assessments</p> <ul style="list-style-type: none"> ▪ Scaffolded Writing ▪ Listening to conversation ▪ Benchmark Assessments – WIDA MODEL and/or ACCESS ▪ Portfolios documenting Evidence of the completion of “Can Do” tasks performed at the ELP level for each individual child across the interpretive, interpersonal modes of communication.
<p>Unit Projects / Assessments:</p> <p>At the end of this unit students will be able to retell and dramatize Polar Bears Past Bedtime, from beginning to end.</p> <ul style="list-style-type: none"> ▪ 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 sequence words (e.g., <i>first, next, then, last</i>) to provide information in the Community Guide. ▪ Use of vocabulary learned in each story. ▪ Appropriate use of <i>wh-</i> questions (<i>who, what, when, where, why</i>), pronouns, and simple present and past forms of common verbs (<i>to feel, to be</i>) to ask and answer questions. ▪ Effective use of the conjunction <i>because</i> to elaborate on ideas. 	

Stage 3: Learning Plan
How will the learning unfold over the course of the unit?

The thematic units of the Kindergarten 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 Kindergarten ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodology
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ 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 <p>Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.</p> <p>Sample Activities:</p> <p>Use long and short vowels</p> <p>Write a message to describe the picture.</p> <p>Pre-teach background knowledge</p> <p>Dramatize story</p> <p>Make props in order to dramatize story</p> <p>Draw a picture to represent characters in the story.</p> <p>Listen and dramatize in order to demonstrate comprehension of stories read aloud</p>	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <ul style="list-style-type: none"> ▪ 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. ▪ Teachers must know the ELP for each of their students in order to appropriately provide differentiation within the content of ELA.

<p>Retell a story (beginning, middle end) after listening to a story</p> <p>Use a Know, Think, wonder to explore background.</p> <p>Compare and contrast stories</p> <p>Identify the letters of the alphabet and differentiate between vowels and consonants.</p> <p>Utilize word patterns in order to spell words.</p>	
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Scaffolds Per Proficiency Levels and Domain				
Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Model one step-directions for students to follow</p> <p>Provide visual/graphic displays for students to match social language</p> <p>Use realia that match vocabulary or oral statements</p> <p>Use L1 words/cognates when possible</p> <p>Allow students to listen to recorded audio as needed</p>	<p>Use manipulative visuals for students to manipulate in order to demonstrate sequence of story</p> <p>Use TPR</p> <p>Model matching or classifying oral descriptions to real-life experiences or visually represented information.</p> <p>Restate/rephrase and use similar sentence structures in oral routines</p>	<p>Use graphics/realia to model following multi-step oral directions</p> <p>Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals</p> <p>Provide wait time</p> <p>Use anticipation guides such as asking questions/discussing theme</p>	<p>Use Venn Diagram to compare and contrast information heard</p> <p>Jigsaw discussions</p>	<p>Confirm students' prior knowledge of content topics</p>
Domain: Speaking				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Allow students to speak with peers in L1 if possible</p>	<p>Use L1, pictures, gestures, or single words and patterned responses</p>	<p>Provide Graphic Organizer for oral retell</p>	<p>Model/Expect full sentence response</p>	<p>Model dialogue expected in discussion of ideas.</p>

<p>Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know</p> <p>Ask simple yes/no questions</p> <p>Ask simple wh-questions about the text</p> <p>Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning</p>	<p>Use simple sentence frames</p> <p>Think-Pair-Share discussions</p> <p>Model responses of higher-order thinking using sentence frames: "I think _____ because _____"</p> <p>Allow Small group activities following teacher modeling</p>	<p>Prompt student to dialogue/collaboration</p> <p>Think-Pair-Share</p> <p>Scaffold responses to higher order thinking by using sentence frames that are a bit more complex "In this chapter _____"</p>	<p>Expect full answers to higher order thinking questions</p> <p>Encourage students to orally present/describe drawings to classmates</p>	
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Domain: Reading

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

pictures/visual tools for students to manipulate				
Domain: Writing				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Create vocabulary notebook with images and L1 translation</p> <p>Allow students to write words in L1</p> <p>Allow students to draw pictures</p> <p>Provide sentence frames with word bank and images. "I think ____."</p> <p>Label pictures with words from word bank.</p>	<p>Use PWI model</p> <p>Model using Graphic Organizer to write down ideas</p> <p>Prompt students to engage in sharing of ideas.</p> <p>Use storyboard where students draw and write simple sentences</p> <p>Provide sentence frames: "I like to ____".</p>	<p>Use Graphic Organizers</p> <p>Model writing full sentences</p> <p>Provide sentence stems: "When I go outside I ____."</p> <p>Use storyboard – using pictures and full sentences.</p>	<p>Prompt students to independent writing</p> <p>Encourage use of target vocabulary</p> <p>Encourage use grammar and punctuation.</p>	<p>Independent use of target vocabulary</p>

What will Students know?
<ul style="list-style-type: none"> ▪ Learn story structure and will be able to summarize. ▪ Create conclusions, use inferences and predictions. ▪ Understand characters, analyze and evaluate a story. ▪ Compare and contrast. ▪ Infer and predict. ▪ Utilize visualization. ▪ Differentiate comprehension and vocabulary strategies.

What will Students be able to do with the language?
<p>Students will be able to</p> <ul style="list-style-type: none"> ▪ 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 Magic Tree House unit.

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 NJSL	Part 1 Reading Literature Text
LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
LA.RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
LA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
LA.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LA.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
Related NJSL	Part 2 Reading Informational Text

LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.RI.K.5	Identify the front cover, back cover, and title page of a book.
LA.RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LA.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LA.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
LA.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LA.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
LA.SL.K.1.B	Continue a conversation through multiple exchanges
Related NJSLs	Part 3 College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Vocabulary Acquisition and Uses
LA.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
LA.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LA.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, talk about the events in the order in which they occurred, and provide a reaction to what happened

LA.W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
LA.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LA.W.K.8	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.W.K.9	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:

- Magic Tree House Series (ELL, Vocabulary, Below, On Level and Above):
 - Polar Bears Past Bedtime
- Scaffolded writing paper
- Seesaw
- Flipgrid
- Storylineonline.net
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA (2020)	https://wida.wisc.edu/teach/standards/eld
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New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	https://www.colorincolorado.org/ell-basics/resources-grade/preschool-and-kindergarten-ells
NJDOE Title III & Bilingual/ESL Education	https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm
University of Wisconsin-Madison Libraries	https://researchguides.library.wisc.edu/c.php?g=177873&p=1169756
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf
Cognate List	https://www.colorincolorado.org/guide/cognate-list-english-and-spanish
Edutopia	https://www.edutopia.org/article/helpful-online-resources-teaching-ells
Larry Ferlazzo's Websites	https://larryferlazzo.edublogs.org/2008/05/28/the-best-listening-sites-for-english-language-learners/
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/

Krashen on L2 Acquisition	http://www.sdkrashen.com
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Interdisciplinary Connections

CRP1	Act as a responsible and contributing citizen and employee.
CRP4	Communicate clearly and effectively and with reason.
CRP5	Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
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.

Indicator Number	21st Century Life and Careers Indicator
9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Indicator Number	Social Studies Indicator
SOC.6.1.4.B	Geography, People, and the Environment
HPE.2.1.2.E	Social and Emotional Health
HPE.2.2.2.B	Decision-Making and Goal Setting
HPE.2.2.2.C	Character Development

Indicator Number	Technology Indicator
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes and schools. or countries using various media formats such as online collaborative tools, and social media.
8.1.8.A.1	Demonstrate knowledge of a real-world problem using digital tools.

8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
8.2.2.B.3	Identify products or systems that are designed to meet human needs.

Indicator Number	Visual and Performing Arts Indicator
1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures and identify elements of the works that relate to specific cultural heritages.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.3.8.C.2	Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.
1.3.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.

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
<p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodation in 504 plans include:</p> <ul style="list-style-type: none"> preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids modified textbooks or audio-video materials 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced level 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 	<ul style="list-style-type: none"> Focus on concept does not detail 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 level reading materials Deliver the content in “chunks” 	<ul style="list-style-type: none"> Focus on concept does not detail 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

<ul style="list-style-type: none"> • 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 	<p>assessment or student choice</p> <ul style="list-style-type: none"> • 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 thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> • 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 support, 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 	<ul style="list-style-type: none"> • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate level 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 support, 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
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