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 Education - Item #10
Date Agenda Item

Rationale

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

Public Notice of Non-Discrimination

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

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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 interrelated processes that contribute to their success in school and beyond.
- 5. Multilingual learners use and develop language when opportunities for learning take into account their individual experiences, characteristics, abilities, and levels of language proficiency.
- 6. Multilingual learners use and develop language through activities which intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication.
- 7. Multilingual learners use and develop language to interpret and access information, ideas, and concepts from a variety of sources, including real-life objects, models, representations, and multimodal texts.
- 8. Multilingual learners draw on their metacognitive, metalinguistic, and metacultural awareness to develop effectiveness in language use.
- 9. Multilingual learners use their full linguistic repertoire, including translanguaging practices, to enrich their language development and learning.

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

Foundational Concepts

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

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

EQUITY OF OPPORTUNITY AND ACCESS

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

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

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

access and use multiple languages, including through translanguaging

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

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

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

Integration of Language and Content:

Multilingual learners develop content and language concurrently, with academic content as a context for language learning and language as a means for learning academic content.

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

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

The integration of content and language for multilingual learners promotes:

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

Collaboration among Stakeholders

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

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

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

Content and language teachers can work together to:

- Plan and deliver grade-level standards-based instruction
- Plan for systematic, explicit, and sustained language development alongside the academic demands of the content areas
- Support one another
- Share unique fields of expertise

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

Functional Approach to Language Development

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

Strategies to Promote Biliteracy Development in the Classroom

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

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

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

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

1. Strategic Use of Group Work:

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

2. Content-based Language Instruction

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

3. Allow them to Express Themselves

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

4. Allow Translanguage

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

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

5. Provide Culturally Sensitive Content and Assessment

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

6. Incorporate Families into Your Learning Community

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

Earning the NJ Seal of Biliteracy

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



The Seal of Biliteracy seeks to:

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

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

Employers seek bilingual or multilingual individuals for reasons such as:

- Accessing expanding markets;
- Better serving customer needs;
- Reaching particular and wider ranges of audiences; or
- Opening a channel of communication with customers.

Linden's Multiple Pathways to Biliteracy

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

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

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

For this reason, the Bilingual, ESL & World Languages department encourages and facilitates testing for all qualifying 12thgrade 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

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.

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

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

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
First Trimester	Elementary School Kindergarten meet	Levels 1 - 5
4 Weeks	for ELA for a period of 90 minutes daily	

	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	ELP 1- Memorized language
Conventions	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 discussion 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?	Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.
	Everyone has a culture. It shapes how we see the world, ourselves and others.

Stage 2: Evidence

Formative Assessments

- Anecdotal records
- 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

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 all fairy tale stories 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 Unit 1.
- 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?

comprehension of stories read aloud

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.

incering content standards.	
Activities	Methodologies
	Sheltered Instruction Strategies
	Comprehension Based Communicative Language Teaching
necessary requirement.	
- Line in the Australia	Acquisition focused approach: teachers will
Linguistic Activities	provide students with compelling and
Logical-mathematicalSpatial Bodily-Kinesthetic	comprehensible language activities in the target
 Interpretive, interpersonal and 	language. Teacher will use content area studies as the
presentational	context for language learning.
Reading, listening, viewing	 Teachers must use sheltered instruction
Singing, drawing, dancing	strategies to support
 Build background knowledge 	student comprehension, increase the quantity
 Establish rules and model 	and quality of comprehensible input and the
procedures for classroom discussions	development of fluency within the limited
 Pre-teach academic and content 	scope of our curricular targets.
vocabulary for lesson	 Teachers must know the ELP for each of
	their students in order to appropriately provide
Activities in the target language should foster	differentiation within the content of ELA.
purposeful and meaningful communication that relates to relevant, real-world situations.	
relates to relevant, real-world situations.	
Sample Activities:	
Use long and short vowels	
Write a message to describe picture.	
Pre-teach background knowledge	
Dramatize story	
Make props in order to dramatize story	
Draw a picture to represent characters in the story.	
Listen and dramatize in order to demonstrate	

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

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

Domain: Reading				
ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1 if	Preview text using	Use word wall with	Model developing a story	Provide Graphic
possible	KWL chart	vocabulary relevant to	map.	Organizer for
		lesson using pictures		development of text
Preview story with	Modify length of		Ask	summary
picture walk	reading passages	Offer text at student's proficiency level.	inference/predictions questions	
Use picture cards	Pre-teach vocabulary			
	in text using pictures	Ask text-dependent		
Identify cognates and	and cognates (if	questions		
pre-teach vocabulary	available)			
connecting to L1				
when possible	Student will retell			
	sequence of events of			
Use Teacher Read-	text read using			
Aloud with gestures	pictures/visual tools			
	for students to			
Engage students in	manipulate			
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	Use PWI model	Use Graphic	Prompt students to	Independent use of
notebook with		Organizers	independent writing	target vocabulary
images and L1	Model using Graphic			
translation	Organizer to write	Model writing full	Encourage use of target	
	down ideas	sentences	vocabulary	
Allow student to				
write words in L1	Prompt students to	Provide sentence	Encourage use grammar	
	engage in sharing of	stems: "When I go	and punctuation.	
Allow students to	ideas.	outside I"		
draw pictures				
	Use storyboard where	Use storyboard –		
Provide sentence	students draw and	using pictures and full		
frames with word	write simple	sentences.		
bank and	sentences			
images. "My favorite				
food is"	Provide sentence			
	frames: "I like to			
Label pictures with				
words from word				
bank.				

What will Students know?

- 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?

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 Good Citizens.

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

New .	Unit 1 Tasks and their relation to the 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
 - o The True Story of the 3 Pigs
 - o Goldilocks & the Three Bears
 - Goldilocks Returns
 - o The Three Billy Goats Gruff by Paul Galdone
 - o 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

https://wida.wisc.edu/teach/standards/eld
https://www.nj.gov/education/standards/
Preschool and Kindergarten: ELLs
Websites for Teachers
]

University of	
Wisconsin-	ESL/ELL Education : Interactive Websites for Learning
Madison	ESE/EEE Education : Interactive websites for Ecurring
Libraries	
Accommodatio	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AF
ns for ELLs for	A.pdf
NJSLA	
Cognate List	Colorin Colorado Cognate List
T. I	
Edutopia	Helpful Online Resources for Teaching ELLs
T	
Larry Ferlazzo's	The Best Listening Sites For English Language Learners
Websites	
NJ Department	http://www.state.nj.us/education/modelcurriculum/ela/
of Education	interpretation from the detection of the
Model	
Curriculum	
Framework	
Facilitate	https://www.languagemagazine.com/april-2018-internet-edition/
Language	
Acquisition by	
Carol Gaab	
Krashen on L2	http://www.sdkrashen.com
Acqusition	

	Interdisciplinary Connections		
Related	Related College and Career Ready Practices		
NJSLS	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	
11010100 113323	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	
0.4.2.61.4	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	LS 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	
0.4.2.DC.1	Performance Expectations Explain differences between expership and sharing of information	
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.GeoGl.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

Juliai Studies	
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

comprehensive ricular mysical Education		
Indicator	Emotional Health	
Number	Indicator	
	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.	
	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).	

Accommodations, Modifications, and Teacher Strategies

504 Plans

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

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

Examples of accommodations in 504 plans include:

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

Gifted and Talent Accommodations and Modifications

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

Special Education and At-Risk Accommodations and Modifications

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

English Language Learners Accommodations and Modifications

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

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.

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.

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	Elementary School	Levels 1 - 5
3 Weeks	Kindergarten meet for ELA for a period	
	<mark>of 90 minutes daily.</mark>	

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	
Standard 5	English language learners communicate information, ideas and concepts	
	necessary for academic success in the content area of mathematics.	
Standard 4	Language for Science	
Staridara 4	English language learners communicate information, ideas and concepts	
	necessary for academic success in the content area of science.	
Standard 5	Language for Social Studies	
Staridard 5	English language learners communicate information, ideas and concepts	
	necessary for academic success in the content area of social studies.	
Vocabulary	ELP 1 - Most common vocabulary	
Usage	ELP 2 - High frequency vocabulary	
Osage	ELP 3 - General and some specific vocabulary	
ELP 4 - Specialized and some technical vocabulary		
	ELP 5 - Specialized and technical vocabulary	
Language Forms	ELP 1- Memorized language	
and	ELP 2 - Language with errors where meaning is obscured.	
Conventions	ELP 3 - Language with errors but meaning is retained.	
Conventions	ELP 4 - Language with minimal errors.	
	ELP 5 - Language comparable to English peers.	
Linguistic	ELP 1 - Single words	
Complexity	ELP 2 - Phrases, short sentences	
Complexity	ELP 3 - Series of related sentences	
	ELP 4 - Moderate discourse	
	ELP 5 - Complex discourse	
NJSLS	NJSLS (NJ Student Learning Standards) for ELA and interdisciplinary	
1.13323	connections	
Ì	connections	

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

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
Incorporating a variety of activities to	Sheltered Instruction Strategies
accommodate the learning styles of all students is a	Comprehension Based Communicative Language
necessary requirement.	Teaching
 Linguistic Activities Logical-mathematical Spatial Bodily-Kinesthetic Interpretive, interpersonal and presentational Reading, listening, viewing Singing, drawing, dancing Build background knowledge Establish rules and model procedures for classroom discussions Pre-teach academic and content vocabulary for lesson Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations. 	 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
Sample Activities:	appropriately provide differentiation
Use long and short vowels	within the content of ELA.
Write a message to describe the picture.	
Pre-teach background knowledge	
Dramatize story	
Make props in order to dramatize story	
Draw a picture to represent characters in the story.	
Listen and dramatize in order to demonstrate comprehension of stories read aloud	
Retell a story (beginning, middle end) after listening to a story	

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

Allow students to		Prompt student to	Expect full answers to	1
point to		dialogue/collaboration	higher order thinking	
pictures/drawings or	•	and of act condition	questions	
writing in L1 to		Think-Pair-Share	4	
demonstrate what	Think-Pair-Share		Encourage students to	
they know		Scaffold responses to	orally	
			present/describe drawing	'S
Ask simple		using sentence frames	to classmates	,-
yes/no questions	higher-order thinking			
		complex		
Ask simple wh-	frames: "I think	"In this chapter "		
questions	because			
about the text				
Encourage	Allow Small group			
participation in	activities following			
group chants,	teacher modeling			
poems, and				
songs that help				
illustrate vocabulary				
meaning				
		Domain: Reading	2	
ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1 if	Preview text using	Use word wall with	Model developing a story	Provide Graphic
possible	KWL chart	vocabulary relevant	map.	Organizer for
		to lesson using		development of text
Preview story with	Modify length of	pictures	Ask for	summary
picture walk	reading passages		inference/predictions	
		Offer text at student's	questions	
Use picture cards		proficiency level.		
l	in text using pictures			
Identify cognates and		Ask text-dependent		
pre-teach vocabulary	available)	questions		
connecting to L1				
when possible	Students will retell			
	sequence of events of			
Use Teacher Read-	text read using			
Aloud with gestures	pictures/visual tools			
1	for students to			

Engage students in

Students will retell sequence of events of story heard using pictures/visual tools

choral reading

for students to manipulate

manipulate

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

What will Students know?

- 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:

interpersonal and pre	Unit 2 Tasks and their relation to the	
Ne	w Jersey Student Learning Standards for Language Arts	
	a series, evaluate zearring evaluation for zearguage / in to	
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	
1.4.51.47.4	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	
LA.RL.R.7	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	
L. KIKEIKI.	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	
LA DLIZ 4	two individuals, events, ideas, or pieces of information in a text.	
LA.RI.K.4	With prompting and support, ask and answer questions about	
LA.RI.K.5	unknown words in a text. Identify the front cover, back cover, and title page of a book.	
LM.NI.N.3	ruentity the front cover, back cover, and thre 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.	
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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):
 - Knight at Dawn
- 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
Accommodatio ns 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
Cognate List	nttps://www.colornicolorado.org/guide/cognate-inst-engilsin-and-spainsin
Edutopia	https://www.edutopia.org/article/helpful-online-resources-teaching-ells
Larry Ferlazzo's	https://larryferlazzo.edublogs.org/2008/05/28/the-best-listening-sites-for-
Websites	english-language-learners/
NJ Department	http://www.state.nj.us/education/modelcurriculum/ela/
of Education Model	
Curriculum	
Framework	
E:1:4-4-	144/1
Facilitate Language	https://www.languagemagazine.com/april-2018-internet-edition/
Acquisition by	
Carol Gaab	
Krashen on L2	http://www.sdkrashen.com
Acquisition	

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	21st Century Life and Careers	
Number	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	Social Studies
Number	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	Technology		
Number	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	Visual and Performing Arts
Number	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
Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to: • walk, breathe, eat, or sleep	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	 Focus on concept does not detail More visual prompts Leveled readers and teacher annotated sources Timelines and graphic organizers 	 Focus on concept does not detail More visual prompts Leveled readers and teacher annotated sources Guided notes with highlighted words and concepts

- communicate, see, hear, or speak
- read, concentrate, think, or learn
- stand, bend, lift, or work

Examples of accommodation in 504 plans include:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audiovideo 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

- · 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

- 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, multiplemeaning 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

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

Book 3

Magic Tree House-Mummies in the Morning

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.

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.

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	Elementary School	Levels 1 - 5
3 Weeks	Kindergarten meet for ELA for a	
	period of 90 minutes daily.	

Stage 1: Identify Desired Results				
	WIDA Standards			
Standard 1	Standard 1 Language for Social and Instructional Purposes			
	English language learners communicate for social and instructional			
	purposes within the school setting.			
Standard 2	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.
Language for Science
English language learners communicate information, ideas and concepts
necessary for academic success in the content area of science.
, and the second
Language for Social Studies
English language learners communicate information, ideas and concepts
necessary for academic success in the content area of social studies.
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
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.
ELP 1 - Single words
ELP 2 - Phrases, short sentences
ELP 3 - Series of related sentences
ELP 4 - Moderate discourse
ELP 5 - Complex discourse
NJSLS (NJ Student Learning Standards) for ELA and interdisciplinary
connections

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

	ne has a culture. It shapes how we see the burselves and others.
Stage 2:	Evidence
Formative Assessments	Summative 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 	 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 Mummies in the Morning, 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.

	Т
Activities	Methodology
Incorporating a variety of activities to	Sheltered Instruction Strategies
accommodate the learning styles of all students	Comprehension Based Communicative Language
is a necessary requirement.	Teaching
 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 	 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
vocabulary for lesson Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.	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
Sample Activities: Use long and short vowels	appropriately provide differentiation within the content of ELA.
Write a message to describe the picture.	
Pre-teach background knowledge	
Dramatize story	
Make props in order to dramatize story	
Draw a picture to represent characters in the story.	
Listen and dramatize in order to demonstrate comprehension of stories read aloud	

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

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

	structures in oral routines			
		Domain: Speaking		•
ELP1	ELP2	ELP3	ELP4	ELP5
Allow students to speak with peers in L1 if possible Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know Ask simple yes/no questions Ask simple whquestions about the text Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Use L1, pictures, gestures, or single words and patterned responses Use simple senten ce frames Think-Pair-Share discussions Model responses of higher-order thinking using sentence frames: "I think because" Allow Small group activities following teacher modeling	Provide Graphic Organizer for oral retell Prompt student to dialogue/collaboratio n Think-Pair-Share Scaffold responses to higher order thinking by using sentence frames that are a bit more complex "In this chapter"	Model/Expect full sentence response Expect full answers to higher order thinking questions Encourage students to orally present/describe draw ings to classmates	Model dialogue expected in discussion of ideas.
		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	Model developing a story map.	Provide Graphic Organizer for development of
Preview story with	Modify length of	pictures	Ask for	text summary
picture walk	reading passages	0,4 1	inference/predictions	
Use picture cards Identify cognates	Pre-teach vocabulary in text using pictures	Offer text at student's proficiency level.	questions	
and pre-teach vocabulary connecting to L1	and cognates (if available)	Ask text-dependent questions		
when possible	Students will retell sequence of events of text read using			

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

What will Students know?

- 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	
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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).	
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LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
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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.
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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.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.
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Resources and Materials

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 - Mummies in the Morning
- 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/NJSLASpring2019A FA.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.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

Indicator	21st Century Life and Careers
Number	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	Social Studies
Number	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	Technology
Number	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	Visual and Performing Arts
Number	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	Special Education and At-Risk Accommodations and	English Language Learners Accommodations and
Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to: • walk, breathe, eat, or sleep • communicate, see, hear, or speak • read, concentrate, think, or learn • stand, bend, lift, or work Examples of accommodation in 504 plans include:	Modifications 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	Modifications 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	Modifications 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
preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids modified textbooks or audiovideo materials behavior management support adjusted class schedules or grading verbal testing	 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 	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	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

- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy
- Exposure to more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace
- After mastery of a unit, provide students with more advanced learning activities, not more of the same activity
- Present information using thematic, broad-based, and integrative content, rather than just single-subject areas

- 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

- Deliver the content in "chunks"
- Varied texts and supplementary materials
- Use technology, if available and appropriate
- Varied homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
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ELA/ESL Curriculum: Proficiency Levels 1-5 Kindergarten

Book 4

Magic Tree House-Pirates Past Noon

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.

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.

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	Elementary School	Levels 1 - 5
3 Weeks	Kindergarten meet for ELA for a	
	period of 90 minutes daily.	

	Stage 1: Identify Desired Results		
WIDA Standards			
Standard 1	Language for Social and Instructional Purposes		
	English language learners communicate for social and instructional		
	purposes within the school setting.		
Standard 2	Language for Language Arts		
	English language learners communicate information, ideas and concepts		
	necessary for academic success in the content area of language arts.		
Standard 3	Language for Mathematics		
	English language learners communicate information, ideas and concepts		
	necessary for academic success in the content area of mathematics.		
Standard 4	Language for Science		
	English language learners communicate information, ideas and concepts		
	necessary for academic success in the content area of science.		
Standard 5	Language for Social Studies		
	English language learners communicate information, ideas and concepts		
	necessary for academic success in the content area of social studies.		
Vocabulary	ELP 1 - Most common vocabulary		
Usage	ELP 2 - High frequency vocabulary		
	ELP 3 - General and some specific vocabulary		
	ELP 4 - Specialized and some technical vocabulary		
	ELP 5 - Specialized and technical vocabulary		

Language	ELP 1- Memorized language
Forms and	ELP 2 - Language with errors where meaning is obscured.
Conventions	ELP 3 - Language with errors but meaning is retained.
	ELP 4 - Language with minimal errors.
	ELP 5 - Language comparable to English peers.
Linguistic	ELP 1 - Single words
Complexity	ELP 2 - Phrases, short sentences
	ELP 3 - Series of related sentences
	ELP 4 - Moderate discourse
	ELP 5 - Complex discourse
NJSLS	NJSLS (NJ Student Learning Standards) for ELA and interdisciplinary
	connections

	1		
Essential Questions		Enduring Understandings	
What language do students need in	Students will explore friendships and the world around		
order to demonstrate comprehension	them wh	them while discussion their own likes and dislikes as	
and engage in the topic of	they dev	relop skills and strategies across English	
friendships	modaliti	es.	
and social relations?			
	Biliterac	ey is a valuable skill in a global community.	
What strategies can I use to better			
understand unfamiliar language?			
	Listenin	g to familiar words and watching the speaker	
How can I make myself understood	for clues	s may help me figure out what the speaker is	
as	saying.		
a novice level speaker?			
a con the control of control	Using pi	ictures, movement, and acting words can help	
Who am I and what is my place in	my class	smates, my teacher, and others understand me.	
the		•	
world?	Everyon	Everyone has a culture. It shapes how we see the	
	world, ourselves and others.		
Stage 2: Evidence			
Formative Assessments		Summative Assessments	
		- C CC 11 1W/:/	
 Anecdotal records 		 Scaffolded Writing 	
 Observations 		 Listening to conversation 	
Oral retells		■ Benchmark Assessments – WIDA	
 Collaborative discussions 		MODEL and/or ACCESS	
Exit tickets		 Portfolios documenting Evidence 	
Picture prompt quick writing		of the completion of "Can Do" tasks	
activities/drawing scored with	h WIDA	performed at the ELP level for each	
Writing Rubric		individual child across the	
 Sorting/matching activities 	es		

- Class polls/hand signals
- Listening comprehension tasks
- Mystery Question
- Scaffolded Writing

interpretive, interpersonal modes of communication.

Unit Projects / Assessments:

At the end of this unit students will be able to retell and dramatize Pirates Past Noon, 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
Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.	Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching
 Linguistic Activities Logical-mathematical Spatial Bodily-Kinesthetic 	 Acquisition focused approach: teachers will provide students with compelling and comprehensible

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

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

Sample Activities:

Use long and short vowels

Write a message to describe the picture.

Pre-teach background knowledge

Dramatize story

Make props in order to dramatize story

Draw a picture to represent characters in the story.

Listen and dramatize in order to demonstrate comprehension of stories read aloud

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

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.

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.

Scaffolds Per Proficiency Levels and Domain				
Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
Model one step-	Use manipulative	Use graphics/realia	Use Venn Diagram to	Confirm
directions for	visuals for	to model	compare and contrast	students' prior
students to follow	students to	following multi-step	information heard	knowledge of
Durandala	manipulate in	oral directions	tiana dia mantana	content topics
Provide	order to demonstrate	Onelly and wains	Jigsaw discussions	
visual/graphic		Orally and using		
displays for students to match	sequence of story	gestures emphasize key words		
social language	Use TPR	from text to match		
social language	OSE IFIX	main ideas of familiar		
Use realia that	Model matching or	text read aloud to		
match vocabulary	classifying oral	visuals		
or oral	descriptions to	Visuais		
statements	real-life	Provide wait time		
	experiences or	The state st		
Use L1	visually	Use anticipation		
words/cognates	represented	guides such as asking		
when possible	information.	questions/discussing		
		theme		
Allow students to	Restate/rephrase			
listen to recorded	and use similar			
audio as needed	sentence			
	structures in oral			
	routines			
		Domain: Speaking		
ELP1	ELP2	ELP3	ELP4	ELP5
Allow students to	Use L1, pictures,	Provide Graphic	Model/Expect full	Model dialogue
speak with peers	gestures, or single	Organizer for oral	sentence response	expected in
in L1 if possible	words and	retell	·	discussion of
	patterned		Expect full answers to	ideas.
Allow students to	responses	Prompt student to	higher order thinking	
point to		dialogue/collaboratio	questions	
pictures/drawings	Use simple senten	n		
or writing in L1 to	ce frames		Encourage students to	
demonstrate what		Think-Pair-Share	orally	
they know	Think-Pair-Share		present/describe draw	
	discussions	Scaffold responses to	ings to classmates	
Ask simple		higher order		
yes/no questions		thinking by using		

Ask simple whquestions about the text Encourage participation in group chants, poems, and	Model responses of higher-order thinking using sentence frames: "I think because" Allow Small group activities following	sentence frames that are a bit more complex "In this chapter		
songs that help illustrate vocabulary meaning	teacher modeling			
		Domain: Reading	3	
ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1 if possible Preview story with	Preview text using KWL chart Modify length of	Use word wall with vocabulary relevant to lesson using pictures	Model developing a story map. Ask for	Provide Graphic Organizer for development of text summary
picture walk	reading passages	Offer text at	inference/predictions questions	·
Use picture cards Identify cognates and pre-teach vocabulary connecting to L1 when possible Use Teacher Read- Aloud with gestures Engage students in choral reading Students will retell sequence of events of story heard using pictures/visual tools for students to manipulate	Pre-teach vocabulary in text using pictures and cognates (if available) Students will retell sequence of events of text read using pictures/visual tools for students to manipulate	student's proficiency level. Ask text-dependent questions		

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

What will Students know?

- 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.

Resources and Materials

Suggested Materials/Resources/Websites:

- Magic Tree House Series (ELL, Vocabulary, Below, On Level and Above):
 - o 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	https://www.nj.gov/education/standards/
Student	
Learning	
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/NJSLASpring2019A FA.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	21st Century Life and Careers
Number	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	Social Studies
Number	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	Technology
Number	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	Visual and Performing Arts
Number	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

	T		·
	Gifted and Talent	Special Education and At-Risk	English Language Learners
504 Plans	Accommodations and	Accommodations and	Accommodations and
	Modifications	Modifications	Modifications
Students can qualify for 504			
plans if they have physical or	Allow for further	Focus on concept does not	Focus on concept does not
mental impairments that affect	independent research on	detail	detail
or limit any of their abilities to:	topics of interest related to	 More visual prompts 	More visual prompts
	the unit of study	Leveled readers and teacher	Leveled readers and teacher
 walk, breathe, eat, or sleep 	 Advanced level readers and 	annotated sources	annotated sources
communicate, see, hear, or	sources	 Timelines and graphic 	Guided notes with
speak	Increase the level of	organizers	highlighted words and
read, concentrate, think, or	complexity	Remove unnecessary	concepts
learn	Decrease scaffolding	material, words, etc., that	Use of Merriam-Webster's
 stand, bend, lift, or work 	Variety of finished products	can distract from the content	ELL dictionary
	Allow for greater	Use of off-grade level	Timelines and graphic
	independence	materials	organizers
Examples of accommodation in	· '	Provide appropriate	Remove unnecessary
504 plans include:	Learning stations, interest	scaffolding	material, words, etc., that
·	groups	Limit the number of steps	can distract from the
preferential seating	Varied texts and	required for completion	content
extended time on tests and	supplementary materials	Time allowed	Use of off-grade level
assignments	Use of technology	Level of independence	materials
reduced homework or	 Flexibility in assignments 	required	Provide appropriate
classwork	 Varied questioning 	 Tiered centers, assignments, 	scaffolding
verbal, visual, or technology	strategies	lessons, or products	Limit the number of steps
aids	Encourage research	 Provide appropriate level 	required for completion
modified textbooks or audio-	Strategy and flexible groups	reading materials	Time allowed
video materials	based on formative	Deliver the content in	Level of independence
behavior management	assessment or student	"chunks"	required
support	choice	Varied texts and	·
adjusted class schedules or	Acceleration within a unit of	supplementary materials	Tiered centers, assignments,
grading	study	Use technology, if available	lessons, or products
verbal testing	Exposure to more advanced	and appropriate	Provide appropriate level
excused lateness, absence, or	or complex concepts,	Varied homework and	reading materials
missed classwork	abstractions, and materials	products	Deliver the content in
pre-approved nurse's office	· ·	 Varied questioning strategies 	"chunks"
visits and accompaniment to	Encourage students to move	Provide background	 Varied texts and
visits and accompaniment to	through content areas at	knowledge	supplementary materials
	their own pace		,

visits occupational or physical therapy	 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 	 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 	 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

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.

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.

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	Elementary School	Levels 1 - 5
3 Weeks	Kindergarten meet for ELA for a	
	period of 90 minutes daily.	

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	

sh language learners communicate information ideas and severate
sh language learners communicate information, ideas and concepts ssary for academic success in the content area of mathematics.
uage for Science
sh language learners communicate information, ideas and concepts
ssary for academic success in the content area of science.
uage for Social Studies
sh language learners communicate information, ideas and concepts
ssary for academic success in the content area of social studies.
L - Most common vocabulary
2 - High frequency vocabulary
3 - General and some specific vocabulary
4 - Specialized and some technical vocabulary
5 - Specialized and technical vocabulary
I- Memorized language
2 - Language with errors where meaning is obscured.
3 - Language with errors but meaning is retained.
1 - Language with minimal errors.
5 - Language comparable to English peers.
L - Single words
2 - Phrases, short sentences
3 - Series of related sentences
1 - Moderate discourse
5 - Complex discourse
S (NJ Student Learning Standards) for ELA and interdisciplinary
ections

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

Everyone has a culture. It shapes how we see the world, ourselves and others.	
Stage	2: Evidence
Formative Assessments	Summative Assessments
 Anecdotal records Observations Oral retells Collaborative discussions Exit tickets Picture prompt quick writing activities/drawing scored with WID Writing Rubric Sorting/matching activities Class polls/hand signals Listening comprehension tasks Mystery Question Scaffolded Writing 	 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
Incorporating a variety of activities to	Sheltered Instruction Strategies
accommodate the learning styles of all students	Comprehension Based Communicative Language
is a necessary requirement.	Teaching
 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 	 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
vocabulary for lesson Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.	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
Sample Activities:	each of their students in order to appropriately provide differentiation within the content of ELA.
Use long and short vowels	within the content of ELA.
Write a message to describe the picture.	
Pre-teach background knowledge	
Dramatize story	
Make props in order to dramatize story	
Draw a picture to represent characters in the story.	
Listen and dramatize in order to demonstrate comprehension of stories read aloud	

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

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

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

pictures/visual tools for students to manipulate				
		Domain: Writing	3	
ELP1	ELP2	ELP3	ELP4	ELP5
Create vocabulary notebook with images and L1	Use PWI model Model	Use Graphic Organizers	Prompt students to independent writing	Independent use of target vocabulary
translation	using Graphic Organizer to write	Model writing full sentences	Encourage use of target vocabulary	,
Allow students to write words in L1	down ideas Prompt students to	Provide sentence stems: "When I go	Encourage use grammar and	
Allow students to draw pictures	engage in sharing of ideas.	outside I"	punctuation.	
Provide sentence frames with word bank and	Use storyboard where students draw and write	Use storyboard – using pictures and full sentences.		
images. "I think	simple sentences Provide sentence			
Label pictures with words from word bank.	frames: "I like to "·			

What will Students know?

- 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 Jerse	ey 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):
 - o 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

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/NJSLASpring2019A FA.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/

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	21st Century Life and Careers
Number	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	Social Studies
Number	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	Technology
Number	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	Visual and Performing Arts
Number	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 Students can qualify for 504	Gifted and Talent	Special Education and At-Risk	English Language Learners
	Accommodations and	Accommodations and	Accommodations and
	Modifications	Modifications	Modifications
plans if they have physical or mental impairments that affect or limit any of their abilities to: walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work Examples of accommodation in 504 plans include: preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids	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	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	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

- modified textbooks or audiovideo 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
- 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

- 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

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

Book 6

Magic Tree House- Midnight on the Moon

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.

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.

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	Elementary School	Levels 1 - 5
3 Weeks	Kindergarten meet for ELA for a	
	period of 90 minutes daily.	

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	

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

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

world?	Everyone has a culture. It shapes how we see the world, ourselves and others.
	Stage 2: Evidence
Formative Assessments	Summative Assessments
 Anecdotal records Observations Oral retells Collaborative discussions Exit tickets Picture prompt quick writ activities/drawing scored with Writing Rubric Sorting/matching activities Class polls/hand signals Listening comprehension Mystery Question Scaffolded Writing 	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 Midnight on the Moon, 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
Incorporating a variety of activities to	Sheltered Instruction Strategies
accommodate the learning styles of all students	Comprehension Based Communicative Language
is a necessary requirement.	Teaching
 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 	 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
vocabulary for lesson Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations. Sample Activities: Use long and short vowels	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.
Write a message to describe the picture.	
Pre-teach background knowledge	
Dramatize story	
Make props in order to dramatize story	
Draw a picture to represent characters in the story.	
Listen and dramatize in order to demonstrate comprehension of stories read aloud	

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

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

Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know Ask simple yes/no questions Ask simple whquestions about the text Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Use simple senten ce frames Think-Pair-Share discussions Model responses of higher-order thinking using sentence frames: "I thinkbecause" Allow Small group activities following teacher modeling	Prompt student to dialogue/collaboratio n 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 draw ings to classmates	
		Domain: Reading		
FLD4	ELD3			FLDF
ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1 if possible	Preview text using KWL chart	Use word wall with vocabulary	Model developing a story map.	Provide Graphic Organizer for
ii possible	KVVL Chart	-	Story map.	_
Preview story with		relevant to lesson		development of
-	Modify length of	relevant to lesson using pictures	Ask for	development of text summary
picture walk	Modify length of reading passages	using pictures	Ask for inference/predictions	development of text summary
picture walk	Modify length of reading passages		Ask for inference/predictions questions	· ·
picture walk Use picture cards	, -	using pictures	inference/predictions	
	reading passages	using pictures Offer text at	inference/predictions	
Use picture cards Identify cognates	reading passages Pre-teach vocabulary in text using pictures	offer text at student's proficiency level.	inference/predictions	
Use picture cards Identify cognates and pre-teach	reading passages Pre-teach vocabulary in text using pictures and cognates (if	using pictures Offer text at student's proficiency level. Ask text-	inference/predictions	
Use picture cards Identify cognates and pre-teach vocabulary	reading passages Pre-teach vocabulary in text using pictures	using pictures Offer text at student's proficiency level. Ask text-dependent	inference/predictions	•
Use picture cards Identify cognates and pre-teach vocabulary connecting to L1	reading passages Pre-teach vocabulary in text using pictures and cognates (if available)	using pictures Offer text at student's proficiency level. Ask text-	inference/predictions	•
Use picture cards Identify cognates and pre-teach vocabulary	reading passages Pre-teach vocabulary in text using pictures and cognates (if available) Students will retell	using pictures Offer text at student's proficiency level. Ask text-dependent	inference/predictions	•
Use picture cards Identify cognates and pre-teach vocabulary connecting to L1 when possible	reading passages Pre-teach vocabulary in text using pictures and cognates (if available) Students will retell sequence of events	using pictures Offer text at student's proficiency level. Ask text-dependent	inference/predictions	
Use picture cards Identify cognates and pre-teach vocabulary connecting to L1 when possible Use Teacher Read-	reading passages Pre-teach vocabulary in text using pictures and cognates (if available) Students will retell sequence of events of text read using	using pictures Offer text at student's proficiency level. Ask text-dependent	inference/predictions	
Use picture cards Identify cognates and pre-teach vocabulary connecting to L1 when possible Use Teacher Read-Aloud with	reading passages Pre-teach vocabulary in text using pictures and cognates (if available) Students will retell sequence of events of text read using pictures/visual	using pictures Offer text at student's proficiency level. Ask text-dependent	inference/predictions	
Use picture cards Identify cognates and pre-teach vocabulary connecting to L1 when possible Use Teacher Read-	reading passages Pre-teach vocabulary in text using pictures and cognates (if available) Students will retell sequence of events of text read using	using pictures Offer text at student's proficiency level. Ask text-dependent	inference/predictions	
Use picture cards Identify cognates and pre-teach vocabulary connecting to L1 when possible Use Teacher Read- Aloud with gestures	reading passages Pre-teach vocabulary in text using pictures and cognates (if available) Students will retell sequence of events of text read using pictures/visual tools for students	using pictures Offer text at student's proficiency level. Ask text-dependent	inference/predictions	
Use picture cards Identify cognates and pre-teach vocabulary connecting to L1 when possible Use Teacher Read-Aloud with	reading passages Pre-teach vocabulary in text using pictures and cognates (if available) Students will retell sequence of events of text read using pictures/visual tools for students	using pictures Offer text at student's proficiency level. Ask text-dependent	inference/predictions	
Use picture cards Identify cognates and pre-teach vocabulary connecting to L1 when possible Use Teacher Read- Aloud with gestures Engage students in choral reading	reading passages Pre-teach vocabulary in text using pictures and cognates (if available) Students will retell sequence of events of text read using pictures/visual tools for students	using pictures Offer text at student's proficiency level. Ask text-dependent	inference/predictions	•
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pictures/visual tools for students to manipulate				
		Domain: Writing		
ELP1	ELP2	ELP3	ELP4	ELP5
Create vocabulary notebook with images and L1	Use PWI model Model	Use Graphic Organizers	Prompt students to independent writing	Independent use of target vocabulary
translation	using Graphic Organizer to write	Model writing full sentences	Encourage use of target vocabulary	Vocasaiary
Allow students to write words in L1	down ideas Prompt students to	Provide sentence stems: "When I go	Encourage use grammar and	
Allow students to draw pictures	engage in sharing of ideas.	outside I"	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.	frames: "I like to "·			

What will Students know?

- 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.

Resources and Materials

Suggested Materials/Resources/Websites:

- Magic Tree House Series (ELL, Vocabulary, Below, On Level and Above):
 - o 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

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/teachershtm
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	21st Century Life and Careers
Number	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	Social Studies
Number	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	Technology
Number	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	Visual and Performing Arts
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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.
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	characters in scripted and improvised performances by combining methods of
	relaxation, physical and vocal skills, acting techniques, and active listening skills.
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Accommodations, Modifications, and Teacher Strategies

504 Plans Students can qualify for 504	Gifted and Talent	Special Education and At-Risk	English Language Learners
	Accommodations and	Accommodations and	Accommodations and
	Modifications	Modifications	Modifications
plans if they have physical or mental impairments that affect or limit any of their abilities to: • walk, breathe, eat, or sleep • communicate, see, hear, or speak • read, concentrate, think, or learn • stand, bend, lift, or work Examples of accommodation in 504 plans include: • preferential seating • extended time on tests and assignments • reduced homework or classwork • verbal, visual, or technology aids	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	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	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

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- 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

- 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

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

ELA/ESL Curriculum: Proficiency Levels 1-5 Kindergarten

Book 7

Magic Tree House- Dolphins at Daybreak

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.

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.

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	Elementary School	Levels 1 - 5
3 Weeks	Kindergarten meet for ELA for a	
	period of 90 minutes daily.	

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.	
Language for Science	
English language learners communicate information, ideas and concepts	
necessary for academic success in the content area of science.	
Language for Social Studies	
English language learners communicate information, ideas and concepts	
necessary for academic success in the content area of social studies.	
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	
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.	
ELP 1 - Single words	
ELP 2 - Phrases, short sentences	
ELP 3 - Series of related sentences	
ELP 4 - Moderate discourse	
ELP 5 - Complex discourse	
NJSLS (NJ Student Learning Standards) for ELA and interdisciplinary	
connections	

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

world, o	ne has a culture. It shapes how we see the ourselves and others.
	Evidence
Formative Assessments	Summative 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 	 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 Dolphins at Daybreak, 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
Incorporating a variety of activities to	Sheltered Instruction Strategies
accommodate the learning styles of all students	Comprehension Based Communicative Language
is a necessary requirement.	Teaching
 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 	 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
vocabulary for lesson Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations. Sample Activities: Use long and short vowels	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.
Write a message to describe the picture.	
Pre-teach background knowledge	
Dramatize story	
Make props in order to dramatize story	
Draw a picture to represent characters in the story.	
Listen and dramatize in order to demonstrate comprehension of stories read aloud	

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

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

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

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 Model using Graphic Organizer to write	Use Graphic Organizers Model writing full sentences	Prompt students to independent writing Encourage use of target vocabulary	Independent use of target vocabulary
Allow students to write words in L1 Allow students to draw pictures	down ideas Prompt students to engage in sharing of ideas.	Provide sentence stems: "When I go outside I" Use storyboard —	Encourage use grammar and punctuation.	
Provide sentence frames with word bank and images. "I think" Label pictures with words from word bank.	Use storyboard where students draw and write simple sentences Provide sentence frames: "I like to".	using pictures and full sentences.		

What will Students know?

- 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.

Resources and Materials

Suggested Materials/Resources/Websites:

- Magic Tree House Series (ELL, Vocabulary, Below, On Level and Above):
 - o 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

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/NJSLASpring2019A FA.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	http://www.sdkrashen.com
Acquisition	

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	21st Century Life and Careers	
Number	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	Social Studies
Number	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	Technology	
Number	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	Visual and Performing Arts
Number	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 Students can qualify for 504 plans if they have physical or	Gifted and Talent Accommodations and Modifications • Allow for further	Special Education and At-Risk Accommodations and Modifications • Focus on concept does not	English Language Learners Accommodations and Modifications • Focus on concept does not
mental impairments that affect or limit any of their abilities to: • walk, breathe, eat, or sleep • communicate, see, hear, or speak • read, concentrate, think, or learn • stand, bend, lift, or work	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	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	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
Examples of accommodation in 504 plans include: • preferential seating • extended time on tests and assignments • reduced homework or classwork • verbal, visual, or technology aids • modified textbooks or audiovideo materials	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	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"	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

- 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
- 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

- 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

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.

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.

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	Elementary School	Levels 1 - 5
3 Weeks	Kindergarten meet for ELA for a	
	period of 90 minutes daily.	

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

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

world?	Everyone has a culture. It shapes how we see the world, ourselves and others.
	Stage 2: Evidence
Formative Assessments	Summative Assessments
 Anecdotal records Observations Oral retells Collaborative discussions Exit tickets Picture prompt quick writactivities/drawing scored with Writing Rubric Sorting/matching activities Class polls/hand signals Listening comprehension Mystery Question Scaffolded Writing 	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 Ghost Town at Sundown, 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
Incorporating a variety of activities to	Sheltered Instruction Strategies
accommodate the learning styles of all students	Comprehension Based Communicative Language
is a necessary requirement.	Teaching
 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 	 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
vocabulary for lesson Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations. Sample Activities: Use long and short vowels	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.
Write a message to describe the picture.	
Pre-teach background knowledge	
Dramatize story	
Make props in order to dramatize story	
Draw a picture to represent characters in the story.	
Listen and dramatize in order to demonstrate comprehension of stories read aloud	

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

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

Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know Ask simple yes/no questions Ask simple whquestions about the text Encourage participation in group chants, poems, and songs that help illustrate	Use simple senten ce frames Think-Pair-Share discussions Model responses of higher-order thinking using sentence frames: "I think because" Allow Small group activities following teacher modeling	Prompt student to dialogue/collaboratio n 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 draw ings to classmates	
illustrate vocabulary meaning				
	1	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	Model developing a story map.	Provide Graphic Organizer for development of
				•
Preview story with picture walk	Modify length of reading passages	using pictures Offer text at	Ask for inference/predictions questions	text summary
picture walk Use picture cards	reading passages Pre-teach vocabulary in		inference/predictions	•
picture walk Use picture cards Identify cognates and pre-teach	reading passages Pre-teach vocabulary in text using pictures and cognates (if	Offer text at student's proficiency level.	inference/predictions	•
picture walk Use picture cards Identify cognates and pre-teach vocabulary	reading passages Pre-teach vocabulary in text using pictures	Offer text at student's proficiency level. Ask text-dependent	inference/predictions	•
picture walk Use picture cards Identify cognates and pre-teach	reading passages Pre-teach vocabulary in text using pictures and cognates (if available) Students will retell	Offer text at student's proficiency level.	inference/predictions	•
picture walk Use picture cards Identify cognates and pre-teach vocabulary connecting to L1 when possible Use Teacher Read-	reading passages Pre-teach vocabulary in text using pictures and cognates (if available) Students will retell sequence of events of text read using	Offer text at student's proficiency level. Ask text-dependent	inference/predictions	•
picture walk Use picture cards Identify cognates and pre-teach vocabulary connecting to L1 when possible Use Teacher Read- Aloud with	reading passages Pre-teach vocabulary in text using pictures and cognates (if available) Students will retell sequence of events of text read using pictures/visual	Offer text at student's proficiency level. Ask text-dependent	inference/predictions	•
picture walk Use picture cards Identify cognates and pre-teach vocabulary connecting to L1 when possible Use Teacher Read- Aloud with gestures	reading passages Pre-teach vocabulary in text using pictures and cognates (if available) Students will retell sequence of events of text read using	Offer text at student's proficiency level. Ask text-dependent	inference/predictions	•
picture walk Use picture cards Identify cognates and pre-teach vocabulary connecting to L1 when possible Use Teacher Read- Aloud with	reading passages Pre-teach vocabulary in text using pictures and cognates (if available) Students will retell sequence of events of text read using pictures/visual tools for students	Offer text at student's proficiency level. Ask text-dependent	inference/predictions	•

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

What will Students know?

- 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	

nd support, ask and answer questions about
kt.
nd support, identify the main topic and retell
xt.
nd support, describe the connection between
vents, ideas, or pieces of information in a text.
nd support, ask and answer questions about
n a text.
cover, back cover, and title page of a book.
and illustrator of a text and define the role of
the ideas or information in a text.
nd support, describe the relationship between
ne text in which they appear (e.g., what
ng, or idea in the text an illustration depicts).
nd support, identify the reasons an author
oints in a text.
nd support, compare and contrast the
operiences of characters in familiar stories.
on norms for discussions (e.g., listening to
nd taking turns speaking about the topics and
sion).
sation through multiple exchanges
r Readiness Anchor Standards for Writing
stribution of Writing
sition and Uses
n of drawing, dictating, and writing to compose
which they tell a reader the topic or the name
re writing about and state an opinion or
the topic or book (e.g., My favorite book is).
n of drawing, dictating, and writing to compose
n of drawing, dictating, and writing to compose natory texts in which they name what they are
natory texts in which they name what they are
natory texts in which they name what they are supply some information about the topic.
natory texts in which they name what they are supply some information about the topic. n of drawing, dictating, and writing to narrate

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):
 - o 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

	<u> </u>
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/NJSLASpring2019A FA.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	http://www.sdkrashen.com
Acquisition	

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	21st Century Life and Careers
Number	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	Social Studies
Number	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	Technology
Number	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	Visual and Performing Arts
Number	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
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	execute multiple solutions to challenging visual arts problems, expressing similar
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504 Plans Students can qualify for 504	Gifted and Talent	Special Education and At-Risk	English Language Learners
	Accommodations and	Accommodations and	Accommodations and
	Modifications	Modifications	Modifications
students can quality for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to: • walk, breathe, eat, or sleep • communicate, see, hear, or speak • read, concentrate, think, or learn • stand, bend, lift, or work Examples of accommodation in 504 plans include: • preferential seating • extended time on tests and assignments • reduced homework or classwork • verbal, visual, or technology aids • modified textbooks or audio- video materials	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	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"	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

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ELA/ESL Curriculum: Proficiency Levels 1-5 Kindergarten

Book 9

Magic Tree House- Lions at Lunchtime

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.

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.

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

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

world	one has a culture. It shapes how we see the l, ourselves and others.
Stage	2: Evidence
Formative Assessments	Summative Assessments
 Anecdotal records Observations Oral retells Collaborative discussions Exit tickets Picture prompt quick writing activities/drawing scored with WIDAWriting Rubric Sorting/matching activities Class polls/hand signals Listening comprehension tasks Mystery Question Scaffolded Writing 	 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 Lions at Lunchtime, 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.

Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement. - Linguistic Activities - Logical-mathematical - Spatial Bodily-Kinesthetic - Interpretive, interpersonal and presentational - Reading, listening, viewing - Singing, drawing, dancing - Build background knowledge - Establish rules and model procedures for classroom discussions - Pre-teach academic and content vocabulary for lesson - Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations. - Sample Activities: Write a message to describe the picture. Pre-teach background knowledge Dramatize story Sheltered Instruction Strategies Comprehension Based Communicative Language - 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.	Activities	Methodology
Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations. Sample Activities: Use long and short vowels Write a message to describe the picture. Pre-teach background knowledge Dramatize story	Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement. Linguistic Activities Logical-mathematical Spatial Bodily-Kinesthetic Interpretive, interpersonal and presentational Reading, listening, viewing Singing, drawing, dancing Build background knowledge Establish rules and model procedures for classroom discussions Pre-teach academic and content	Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. Teacher will use content area studies as the context for language learning. Teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the
Pre-teach background knowledge Dramatize story	vocabulary for lesson Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations. Sample Activities: Use long and short vowels	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
	Pre-teach background knowledge Dramatize story	

Draw a picture to represent characters in the story.

Listen and dramatize in order to demonstrate comprehension of stories read aloud

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

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

ELP1	ELP2	ELP3	ELP4	ELP5
Allow students to	Use L1, pictures,	Provide Graphic	Model/Expect full	Model dialogue
speak with peers	gestures, or single	Organizer for oral	sentence response	expected in
in L1 if possible	words and	retell	·	discussion of
·	patterned		Expect full answers to	ideas.
Allow students to	responses	Prompt student to	higher order thinking	
point to		dialogue/collaboratio	questions	
pictures/drawings	Use simple senten	n		
or writing in L1 to	ce frames		Encourage students to	
demonstrate what		Think-Pair-Share	orally	
they know	Think-Pair-Share		present/describe draw	
	discussions	Scaffold responses to	ings to classmates	
Ask simple		higher order		
yes/no questions	Model responses	thinking by using		
	of higher-order	sentence frames that		
Ask simple wh-	thinking using	are a bit more		
questions	sentence frames:	complex		
about the text	"I think	"In this chapter		
_	because "			
Encourage				
participation in	A.II. C. II.			
group chants,	Allow Small group			
poems, and	activities following			
songs that help illustrate	teacher modeling			
vocabulary meaning				
meaning				
		Domain: Reading	3	
ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1	Preview text using	Use word wall with	Model developing a	Provide Graphic
if possible	KWL chart	vocabulary	story map.	Organizer for
		relevant to lesson		development of
Preview story with	Modify length of	using pictures	Ask for	text summary
picture walk	reading passages		inference/predictions	
		Offer text at	questions	
Use picture cards	Pre-teach	student's		
	vocabulary in	proficiency level.		
Identify cognates	text using pictures			
and pre-teach	and cognates (if	Ask text-		
vocabulary	available)	dependent		
connecting to L1	Ctudonto!!!+-!!	questions		
when possible	Students will retell			
Use Teacher Read-	sequence of events			
Aloud with	of text read using pictures/visual			
gestures	tools for students			
Besidies	to manipulate			
Engage students in	to manipulate			
choral reading				
onoral redains				

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

What will Students know?

- 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.

Resources and Materials

Suggested Materials/Resources/Websites:

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

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA (2020)	ttps://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/NJSLASpring2019A FA.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.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

Indicator	21st Century Life and Careers	
Number	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	Social Studies	
Number	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	Technology	
Number	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	Visual and Performing Arts	
Number	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
Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:	Allow for further independent research on topics of interest related to the unit of study	Focus on concept does not detail More visual prompts Leveled readers and teacher annotated sources	Focus on concept does not detail More visual prompts Leveled readers and teacher appointed courses.
 walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work 	Advanced level readers and sources Increase the level of complexity Decrease scaffolding Variety of finished products Allow for greater	 annotated sources Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials 	 annotated sources Guided notes with highlighted words and concepts Use of Merriam-Webster's ELL dictionary Timelines and graphic organizers
Examples of accommodation in 504 plans include: • preferential seating • extended time on tests and assignments	 independence Learning stations, interest groups Varied texts and supplementary materials Use of technology Flexibility in assignments 	 Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required 	Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials

- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audiovideo 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

- 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

- 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

- 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

ELA/ESL Curriculum: Proficiency Levels 1-5 Kindergarten

Book 10

Magic Tree House-Polar Bears Past Bedtime

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.

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.

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	Elementary School	Levels 1 - 5
3 Weeks	Kindergarten meet for ELA for a	
	period of 90 minutes daily.	

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

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

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

world?	Everyone has a culture. It shapes how we see the world, ourselves and others.	
	Stage 2: Evidence	
Formative Assessments	Summative Assessments	
 Anecdotal records Observations Oral retells Collaborative discussions Exit tickets Picture prompt quick writ activities/drawing scored with Writing Rubric Sorting/matching activitie Class polls/hand signals Listening comprehension Mystery Question Scaffolded Writing 	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 Polar Bears Past Bedtime, 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.

	T
Activities	Methodology
Incorporating a variety of activities to	Sheltered Instruction Strategies
accommodate the learning styles of all students	Comprehension Based Communicative Language
is a necessary requirement.	Teaching
 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 	 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
vocabulary for lesson Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.	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
Sample Activities:	appropriately provide differentiation within the content of ELA.
Use long and short vowels	
Write a message to describe the picture.	
Pre-teach background knowledge	
Dramatize story	
Make props in order to dramatize story	
Draw a picture to represent characters in the story.	
Listen and dramatize in order to demonstrate comprehension of stories read aloud	

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

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

Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know Ask simple yes/no questions Ask simple wh-	Use simple senten ce frames Think-Pair-Share discussions Model responses of higher-order thinking using sentence frames:	Prompt student to dialogue/collaboratio n Think-Pair-Share Scaffold responses to higher order thinking by using sentence frames that are a bit more	Expect full answers to higher order thinking questions Encourage students to orally present/describe draw ings to classmates	
questions about the text	"I think because "	complex "In this chapter		
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	ELP3 Use word wall with vocabulary relevant to lesson	Model developing a story map.	Provide Graphic Organizer for development of
Preview story in L1	Preview text using	Use word wall with vocabulary	Model developing a	Provide Graphic Organizer for
Preview story in L1 if possible Preview story with picture walk Use picture cards	Preview text using KWL chart Modify length of reading passages Pre-teach vocabulary in	Use word wall with vocabulary relevant to lesson using pictures	Model developing a story map. Ask for inference/predictions	Provide Graphic Organizer for development of
Preview story in L1 if possible Preview story with picture walk Use picture cards Identify cognates and pre-teach vocabulary connecting to L1	Preview text using KWL chart Modify length of reading passages Pre-teach vocabulary in text using pictures and cognates (if available)	Use word wall with vocabulary relevant to lesson using pictures Offer text at student's	Model developing a story map. Ask for inference/predictions	Provide Graphic Organizer for development of
Preview story in L1 if possible Preview story with picture walk Use picture cards Identify cognates and pre-teach vocabulary connecting to L1 when possible Use Teacher Read-	Preview text using KWL chart Modify length of reading passages Pre-teach vocabulary in text using pictures and cognates (if available) Students will retell sequence of events of text read using	Use word wall with vocabulary relevant to lesson using pictures Offer text at student's proficiency level. Ask text-dependent	Model developing a story map. Ask for inference/predictions	Provide Graphic Organizer for development of
Preview story in L1 if possible Preview story with picture walk Use picture cards Identify cognates and pre-teach vocabulary connecting to L1 when possible Use Teacher Read-Aloud with gestures	Preview text using KWL chart Modify length of reading passages Pre-teach vocabulary in text using pictures and cognates (if available) Students will retell sequence of events	Use word wall with vocabulary relevant to lesson using pictures Offer text at student's proficiency level. Ask text-dependent	Model developing a story map. Ask for inference/predictions	Provide Graphic Organizer for development of
Preview story in L1 if possible Preview story with picture walk Use picture cards Identify cognates and pre-teach vocabulary connecting to L1 when possible Use Teacher Read-Aloud with	Preview text using KWL chart Modify length of reading passages Pre-teach vocabulary in text using pictures and cognates (if available) Students will retell sequence of events of text read using pictures/visual tools for students	Use word wall with vocabulary relevant to lesson using pictures Offer text at student's proficiency level. Ask text-dependent	Model developing a story map. Ask for inference/predictions	Provide Graphic Organizer for development of

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

What will Students know?

- 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
LA.RI.R.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
LA.M.N.Z	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):
 - o 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

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/NJSLASpring2019A FA.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	http://www.sdkrashen.com
Acquisition	

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	21st Century Life and Careers
Number	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	Social Studies
Number	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	Technology
Number	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	Visual and Performing Arts		
Number	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 Students can qualify for 504 plans if they have physical or	Gifted and Talent Accommodations and Modifications • Allow for further	Special Education and At-Risk Accommodations and Modifications • Focus on concept does not	English Language Learners Accommodations and Modifications • Focus on concept does not
mental impairments that affect or limit any of their abilities to: • walk, breathe, eat, or sleep • communicate, see, hear, or speak • read, concentrate, think, or learn • stand, bend, lift, or work	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	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	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
Examples of accommodation in 504 plans include: • preferential seating • extended time on tests and assignments • reduced homework or classwork • verbal, visual, or technology aids • modified textbooks or audiovideo materials	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	 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" 	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

- 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
- 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

- 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

- 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
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- Differentiated checklists and rubrics, if available and appropriate