



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:		ESL First Grade- Bells				
Grade Level(s):		First				
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	<p>The English as a Second Language program is designed to improve the receptive and expressive English communication skills of the English learners of Bells Elementary School. Since we welcome students from a wide variety of nations with varying degrees of English proficiency instruction is individualized and always encompasses aural comprehension, verbal communication, reading, writing and American culture. The English as a Second Language First Grade Course of Study was developed as a resource to meet the individual needs of the ELs in all four-language domains with a foundation in the content areas. It is a comprehensive standards-based English as a Second Language curriculum that balances the language of Social and Instructional Language, the language of Language Arts and Literacy, the language of Science, and the language of Social Studies. 21st Century skills and Web 2.0 tools are incorporated to ensure greater engagement of the students with the reading selections and activities. Drawing from a bank of informational texts, as well as classic and contemporary literature, students will acquire a wealth of new vocabulary through key words, academic words, and literary words. Explicit instruction in reading strategies will foster reading comprehension skills. Attention to grammar points and the writing process complete the plan and the comprehensive scope of the integrated curriculum. Student progress will be monitored through teacher observation, written assessments, student portfolios and a wide variety of projects and writing tasks evaluated according to individual rubrics. The curriculum is aligned to the NJSLS for First Grade and the WIDA proficiency guidelines.</p> <p>All ESL students will:</p> <ul style="list-style-type: none">▪ Listen and gain meaning from spoken English from a variety of sources including but not limited to the teacher, classmates, guest speakers, audio recordings, audiovisual presentations, and songs.▪ Speak to express their opinion, share information, question and discuss in person and in recorded situations.▪ Read and gain meaning from all types of written English including but not limited to fiction, nonfiction, essays, poetry, newspaper and magazine articles, editorials, short stories, novels, resource materials and Internet articles.▪ Write to express their opinion, share information, persuade, question and record their memories and thoughts via handwriting and word processing on the computer					
Grading Procedures:	<p>English Learners (EL) have special language acquisition needs which must be addressed through core content instruction as well as instruction in the English as a Second Language (ESL) classroom. To facilitate academic success and development of positive self worth, English Learners shall be entitled to modifications in content and grading as outlined in the following guidelines and in coordination among the English Learner's ESL teacher and his regular classroom teacher(s).</p> <p>Upon an EL's entry into the Washington Township Public Schools, the student will immediately be assessed by the appropriate ESL teacher, who will employ the World Class Instructional Design and Assessment – WIDA Model). Based on the student's performance on the WIDA Model), as well as the student's academic performance, reading level in English, NJ State Assessment and/or standardized test results in English, teacher recommendation, and interview with one of our English as a Second Language (ESL) teachers, the student's eligibility to receive instruction in our district's English Language Learner (ELL) program will be determined. The goal of the ESL program is to help children learn English and meet age-appropriate academic standards.</p>					

Based on the student's WIDA Model score as well as his/her previous school record, length of time in the United States, and family dynamics, the ESL teacher, the school principal (or his designee) and, if applicable, the student's guidance counselor, will confer with the student's parent(s) to determine the appropriate grade placement and course schedule. In regard to grade placement, it is also imperative that the calendar year of the EL entrant's previous school be considered, since not all schools follow a September to June calendar. In addition, within the first month of arrival or school year, the content teachers, ESL teacher, guidance counselor and CST member (if applicable) will meet to review the education plan of the EL and the WIDA proficiency levels along with the Can Do descriptors and necessary modifications. (Appendix A)

Based on the student's performance on the WIDA Model, the ESL teacher will develop a list of instructional accommodations for implementation by the EL's regular education teacher(s). The ESL teacher will communicate this information in writing and also through an initial meeting with the EL's regular education teacher(s) and guidance counselor.

Recognizing that English Learners are continually developing English proficiency, ESL students may be considered for enrichment if their academic performance indicates successful participation.

So that we may best address the individual needs of each English Learner, the practices outlined above are intentionally flexible, with the ultimate goals being facilitation of the English Learner's positive self worth and promotion of English language development as well as understanding of specific subject matter content.

It is very likely that a student may need modified grading for CORE subjects, such as language arts, math, science, technology education, health or social studies, but not for others, such as art, music or physical education depending on the required reading and writing activities as outlined by the NJSLS.

At least once per marking period, the EL's regular education teacher(s) and his ESL teacher shall communicate in writing (and as much as practicable, in person) in regard to the student's progress toward English language proficiency and understanding of core subject content. Based on those assessments, the teachers may alter the modifications applicable to the specific EL student.

Along with the issuance of a traditional school-issued report card, each EL and his parent(s) shall have complete access to ESL grades on Powerschool to view student progress in the ESL classroom.

It is noted that Kindergarteners receive a standard-based report card. However, please keep in mind these practices below as you rate students along the proficiency continuum as these are practices at the upper levels:

If an EL is capable of earning a "C" or better on our traditional grading scales with prescribed ESL modifications, then the earned letter grade(s) should be issued to the EL. Otherwise, an EL should be issued a passing grade of "P" (instead of a "D") if he demonstrates basic understanding of the subject matter, even if his ability to express his understanding in clear and accurate English is limited. If the student's limited English proficiency prevents even basic understanding of subject matter, then the student shall be issued a grade of "LB," representing "language barrier."

While a grade of "LB" (Language barrier) may be issued during any quarter, it may only be used as a final grade at the elementary and middle school levels.

Whenever an EL's regular education classroom progress is congruent with his level of English language proficiency, he may not be issued a failing grade. In other words, if an EL is sincerely trying his best, then he should not be issued a failing grade.

At the same time, an EL who intentionally puts forth no effort may be issued a grade of "F," but only after consultation among the student's ESL and regular education teacher(s) as well as his parent, the school principal (or his designee) and, if applicable the student's guidance counselor. Documentation must be provided that lack of language proficiency is not the cause of the EL's academic failure. In effect, an EL should not be issued a failing grade solely on the basis of lack of language proficiency.

In general, an EL's promotion from one grade to the next shall be contingent upon the same promotion guidelines set for by the Board of Education for promotion of regular education students. However, the EL's building principal, ESL teacher, and guidance counselor, if applicable, will also confer with the student's parent(s) to review and consider the student's academic progress and level of language acquisition over the course of the school year.

SEE ASSESSMENT SECTION FOR GRADE LEVEL BENCHMARKS

Primary Resources:

Reach B, Cengage National Geographic Series and all digital resources, Heggerty Phonemic Awareness and ELA program (such as Schoolwide, Foundations, Writer's Workshop or current program in use – see Elementary Supervisor for update) and Online Resources: iXL, Razkids, Brainpop ESL, Tumble Books, SeeSaw, and FlipGrid.

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:

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Under the Direction of:

Rosemarie Armstrong, Supervisor of World Languages and ESL, K-12

Written: August 2020

Revised: _____

BOE Approval: _____

Unit 1 Title: School Community and Family	
Unit Description: <p>During this unit, the students will focus on all four domains of Reading, Writing, Listening and Speaking while exploring a variety of fiction and non-fiction texts from REACH Level B Unit 1- My Family such as Songs, Short Narratives, Personal Narrative, Realistic Fiction, and Informational Texts related to Literature, Math, Science, Social Studies, Music and Art. The students will engage the text in multiple, meaningful ways. Our readings and discussions will focus on what families do together and how to help at home. Both the academic and social language developed during this unit will allow students to contribute to and make progress in the general classroom setting. Importantly, students will be encouraged to develop a sense of community in the ESL classroom through collaborative learning and daily communication. Phonemic awareness will be practiced daily using Heggerty Phonemic Awareness.</p> <p>The ESL teacher will consider students' English Language Proficiency (ELP) levels and plan activities according to the students' needs. This unit is aligned with ELA curriculum to mirror their objectives in reading and writing. Instruction will support the learning goals and state standards of the grade-level English Language Arts curriculum. Our program relies on and is strengthened by collaborative planning and relationships between ESL teachers and grade- level elementary teachers who work with ELLs.</p>	
Unit Duration: 30 Days	
Desired Results	
<p>Standard(s): RL 1.1 Ask and answer questions about key details in a fiction text RL 1.2 Retell stories, including key details RL 1.5 Explain the major differences between books that tell stories and books that give information RI 1.1 Ask and answer questions about key details in a nonfiction text RI 1.2 & RI 1.7 Identify the main topic and retell key details using illustrations and text RFS1.2 Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in the printed word., RFS1.2.c, d; RFS1.3 Know and apply grade- level phonics and word analysis skills in decoding words, RF1.4 Read with sufficient accuracy and fluency to support comprehension W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure W1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas when needed W1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers W1.7 Participate in shared research and writing projects W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups SL1.2 Ask and answer questions about key details in a text read aloud or information presented orally or thorough other media SL1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood SL1.4 Describe people, places, things and events with releveant details, expressing ideas and feelings clearly SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings L.1.1 Demonstrate command of conventions of standard English grammar and usage when writing or speaking L.1.2 Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing L1.5 With guidance and support from adults, demonstrate an understanding of figurative language, word relationships and nuances in word meanings L.1.6 Use words and phrases aquired through conversations, reading and being read to; andresponding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because)</p>	
Language Objectives: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u1.pdf	
WIDA Can-Do Descriptors: https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-1.pdf	
Essential Questions/Critical Understandings: Unit Big Question: What makes a family? <ul style="list-style-type: none"> How are families alike? 	Essential Skills: In English SWBAT <ul style="list-style-type: none"> Introduce oneself, including interests

<ul style="list-style-type: none"> • What brings families together? • What is English as a Second Language and what are the four domains? • What prior knowledge do I bring to the class? • How is my family important to me? • How is school important to me? • What are my learning goals? • What do good readers/writers do? • How can I use my native language to figure out the meaning? • How can I connect the text to my real life? • How do I make friends in a new country? • How do I express my basic needs (health, food, concerns, assistance)? • How do I use prior knowledge about a topic? • What is the author's purpose? Why do I write? • How do I write clearly? • Why is it good to proofread? • How do I plan before writing? • What is a noun? What are common and proper nouns? What do I need to add at the end of a plural noun? 	<ul style="list-style-type: none"> • Understand concepts of print (directionality reading Left to Right, letter/sound correspondence, site words, title, author, illustrator, and role of each, picture walks, etc.) • Listen to and comprehend stories about school and family. • Draw a picture from a reading selection about school and family. • Respond to discussion questions on shared texts • Make connections from their experiences to the characters and events in the stories • Build vocabulary • Develop phonemic awareness • Engage in individualized literacy activities with apps like Raz Kids, SeeSaw, FlipGrid • Represent information through drawings, using labels • Utilize word wall words in writing • Acquire new language structures, expressions and vocabulary • Seek clarification of spoken language
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SIOP Features		
Preparation <input type="checkbox"/> Adaptation of Content <input checked="" type="checkbox"/> Links to Background <input checked="" type="checkbox"/> Links to Past Learning <input checked="" type="checkbox"/> Strategies Incorporated	Scaffolding <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible input	Grouping Options <input type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Groups <input checked="" type="checkbox"/> Partners <input type="checkbox"/> Independent
Integration of Processes <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening	Application <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement	Assessment <input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group <input type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

Learning/Instructional Strategies
The GO TO Strategies Matrix: http://newsmanager.commpartners.com/tesolc/downloads/features/2017/Ancillary%20Docs/2017-01_GO%20TO%20Matrix.pdf

The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> Use physical gestures to accompany oral directives. Modify *Teacher Talk. Label visuals and objects with target vocabulary. Introduce Cognates to aid comprehension. Ask for Signal Responses to check comprehension. 	<ul style="list-style-type: none"> Give two step Contextualized directions. Restate/rephrase and use *Patterned Oral Language routines. Model Academic Language and vocabulary. Ask for Total Physical Responses from students. 	<ul style="list-style-type: none"> Provide graphics or objects to sequence steps in a process. Check Comprehension of all students frequently. Use *Wait Time. Provide Anticipation Guides for previewing content reading. 	<ul style="list-style-type: none"> Compare/contrast relationships from auditory information using a Venn Diagram. Require students to restate and rephrase from auditory input as in *Paraphrase Passport. 	<ul style="list-style-type: none"> Outline lectures on the SmartBoard. Use *Video Observation Guides. Confirm students' prior knowledge of content topics. Extend content vocabulary with multiple examples and non-examples.
Speaking	<ul style="list-style-type: none"> Provide wall charts with illustrated academic vocabulary. Ask simple WH (who, what, when, where), yes-no or either-or questions. Elicit *Choral Responses. Encourage participation in group chants, poems, and songs. 	<ul style="list-style-type: none"> Use 10-2 structures. Assign roles in group work. Use Clock Buddies. Use Numbered Heads Together. Use *Think-Pair-Share-Squared. Develop Key Sentence Frames for pair interactions. 	<ul style="list-style-type: none"> Provide Graphic Organizers or notes to scaffold oral retelling. Prompt for academic language output. Use Think-Pair-Share. Repeat and Expand student responses in a *Collaborative Dialogue. 	<ul style="list-style-type: none"> Require full sentence responses by asking open ended questions. Use Varied Presentation Formats such as role plays. * Scaffold oral reports with note cards and provide time for prior practice. Use Reader's Theatre to scaffold oral language growth. 	<ul style="list-style-type: none"> * Structure debates requiring various points of view with graphic organizers and/or outlines. Require the use of academic language. Require oral reporting for summarizing group work. Include oral presentations in the content classroom.
Reading	<ul style="list-style-type: none"> Preview the text content with pictures, demos, charts, or experiences. Pair students to read one text together. Preview text with a Picture Walk. Use Choral Reading. Use *Teacher Read Alouds. 	<ul style="list-style-type: none"> Use Card Sorts. Use K-W-L charts before reading. Use the Language Experience Approach. Provide a list of important concepts on a graphic organizer. Use *Shared Reading and/or simplify the text. 	<ul style="list-style-type: none"> Provide a content vocabulary Word Bank with non-linguistic representations. Teach skimming for specific information. Use Teach the Text Backwards. Use 4 to 1 for main ideas from text. Use *Guided Reading. 	<ul style="list-style-type: none"> Model the creation of a Story Map from a narrative. Provide Question Answer Relationship questions for student pairs to research. Use Directed Reading Thinking Activity. Use Cornell Notes. Use *Jigsaw Reading to scaffold independent reading. 	<ul style="list-style-type: none"> Require computer and library research. Ask students to analyze text structure and select an appropriate Graphic Organizer for summarizing. Use *Reciprocal Teaching to scaffold independent reading.
Writing	<ul style="list-style-type: none"> Require students to label visuals and/or create language balloons. Require vocabulary notebooks with L1 translations or non-linguistic representations. Provide *Key Sentence Frames with word and picture banks. 	<ul style="list-style-type: none"> Teach note taking on a Graphic Organizer. Use a Rolling Chart in small group work. Use Interactive Journals. Use *Think-Write-Pair-Share. Provide Cloze sentences with a Word Bank. 	<ul style="list-style-type: none"> Require Learning Logs for summaries of learning. Use Text to Graphics and Back Again. Teach Signal Words (comparison, chronology, cause-effect, and listing) for academic writing. Provide *Cloze paragraphs with a *Word Bank. 	<ul style="list-style-type: none"> Provide Rubrics and exemplars to scaffold writing assignments. Teach and utilize the writing process. Provide an outline for the standard five-paragraph essay. Provide *Report Frames for independent, structured, content writing. 	<ul style="list-style-type: none"> Require academic writing and the use of target academic vocabulary. *Teach the process of writing a research paper. Address students' cultures in differing genres of writing. Hold frequent writing conferences with teacher and peers.

*Starred strategies are described in the summary document on the following page, "The Go To Strategies Matrix: Scaffolding Across Language Proficiency Levels."

Levine, L. N., Lukens, L. & Smallwood, B. A., (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. For Project EXCELL, a partnership between the University of Missouri- Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316.

Social/Emotional Learning:

During the first two weeks of school, the ESL teacher is pushing into the classroom to assist with students learning routines, greetings, how to get teacher attention, how to line up, how to ask for help, etc. In these weeks, the ESL teacher is also available to parents to assist with emergency forms, free/reduced lunch forms, finding translations for various communications that the school/teacher is providing to the parent population. Home visitations are done on an as-needed basis to reinforce policies and explain cultural differences.

- ESL teacher sets up a meeting with all regular ed teachers, guidance counselor, nurse, and specialists (BSI, reading specialists, etc.) to review ACCESS scores/student profiles detailing strengths/weaknesses.
- Transportation lists are given to ESL teachers and home schools are alerted which students will be going to target ESL schools.
- Organize/assist with the Meet the Teacher event
- All ESL teachers collaborate to create the September Learning Fair which gives parents background on policies, grading, cultural differences, community resources, and how to assist their child for success in school.
- Teaching concepts of snow days, half days, coming to school on time, doctor appointments, etc.

ELA:

ELA writing units are 1) MP 1 – Narrative: Small Moments 2) MP 2 Opinion: Writing Reviews 3) MP 3 Information: Non-Fiction Chapter Books 4) MP 4 Narrative: From Scenes to Series
 ELA reading units are 1) MP 1 – Launching 2) MP 2 - Fiction 3) MP 3- Non-Fiction 4) MP 4 – Story Elements

- Launching:
 Reading unit of study: Launching
 Writing units of study: Narrative: Small Moments

School and Family Vocabulary:

Read, write, speak, listen, family, family member, holiday, home, meal, care, help, celebrate, play, world, father, mother, sister, brother, grandmother, grandfather, parents, fun, special, together, visit, group, idea, share, trip, place

Big Question: What makes a family?

Build background: Do all families have the same family members? Do all family members live in the same place? What do families do together? How do the images in the video help you to understand what makes a family?

High-Frequency Words: help, like, my, do, mother, too

Launch:

Introduce the Big question

Tap into prior knowledge

Build Background

Begin the Unit Concept Map

Preview new texts/preview the big book

Read Realistic Fiction

Build Comprehension (make predictions, confirm predictions, clarify, inferences, look at details, make connections, interpret visuals,)

Meet the Author

Introduce new key words with visuals

1. Pronounce the word, model the pronunciation of the key word and point to the accompanying picture, have students pronounce the word.
2. Rate the word: Have students use thumbs up/thumbs down to show if they know the word.
Ask: What do you know about this word? Encourage students to share knowledge.
3. Define word in student friendly definition to explain meaning
4. Elaborate – talk about the word, sharing your own experience with it an encouraging children to use the word. Encourage students to use the word as they talk about their own experience.
Using questions or comments, prompt students to use the word.
5. Challenge students to make connections and compare words. Use graphic organizers.
6. Display the words (word wall)
7. Word sorts (teacher identifies category: related meanings or concepts, synonyms, opposites, parts of speech, connotation, formal or informal, spelling patterns, words with multiple meanings, words with Spanish cognates.) word poems, vocabulary bingo

Vocabulary:

1. Introduce the new words
2. Expand word knowledge
3. Share word knowledge
4. Use graphic organizers
5. Text-talk-read-aloud
6. Reteaching the vocabulary, vocabulary practice and extension activities

Guided Reading: Review routines and follow ELA practices PD 47-PD52 in REACH (Book walk, predict, build background, describe, build comprehension, identify key words/high frequency words, read, retell, fluency)

Beginning Reading:

1. Introduce high frequency words
2. Phonological awareness
3. Blending
4. Decoding
5. Spelling

Writing: PD 53 – PD 58 in REACH

1. Power Writing
2. Modeled Writing (story frames)
3. Interactive writing

4. Independent writing

Routines for Structured Responses: PD 57 – PD 63

Cooperative Learning Routines (corners, Fishbowl, Inside/outside circle, Jigsaw, numbered heads together, roundtable, team word webbing, think/pair/share, three step interview, mix and match.

Partnered Discussions – make connections, compare/contrast, similar/different

Group Conversations

Presentations – oral language projects T32c

Phonemic Awareness: *My Dad* and *Mop the Dog*, *My Mother at Work*, *Red*, *the Hen*

Big Book: *Mystery Bottle* by Kristen Balouch – T4b–T4F

Genre books: *Families in Many Cultures* (photo book)

The World is your Family (Magazine article)

Papa and Me (story)

Postcard to Grandpa (postcard)

Leveled Library books; *Beginning: Just Like My Grandpa* (fiction), *In My Family* (Nonfiction); *In the Yard, Shopping with Dad* (T62e-T62f)

Intermediate: Nana's New Room (fiction); *Brothers* (Nonfiction); *What a Week!*; *My Family Keeps Fit*

Advanced: Tortillas and Lullabies (fiction); *You and Me Together: Moms, Dads and Kids Around the World* (Nonfiction); *The Brother Who Gave Rice*; *Do Something in Your Family*

Literature: *All Are Welcome*

Small Group Instruction: Review daily planner in Reach

- Language of the day
- Grammar nouns
- Academic Vocabulary
- Classroom Vocabulary
- Reading strategy plan – introduce the strategy and practice it
- Phonological Awareness and Phonics (isolate initial phonemes, sounds for m,s,h,t, blend phonemes, words with short a, sounds like f, n, l, p, c, short i)
- Daily writing

- Plan and monitor readings: Set a clear purpose, predicting, checking, predictions and understanding, revise thinking.
- Ask questions, visualize, make connections, make inferences, synthesize
- Word work – scrambled sentences, cloze sentences, word families, word sorts, vocabulary concentration
- Vocabulary practice and extension activities
- Breaking down the task
- Vocabulary Builder and manipulatives – REACH B
- Grammar study
- Providing step-by-step prompts
- Daily observation
- Repeated Practice
- Direct questioning and responses
- Sequence tasks from easy to difficult
- Sentence structure: Noun, action words
- Read the title and make predictions
- Purpose of author, illustrator
- Think aloud
- Active participation
- Centers- listening to audio books, independent reading of high interest books and creative art
- Concept mapping
- Differentiated sentence starters
- Shared writing
- Publish a class book

- Independent practice
- Think/pair/share
- Modeling
- Links to background
- Guided reading – building background knowledge, picture walks, decoding, phonics, comprehension, conversation regarding how the story relates to their lives, retell, summary
- Multi-media presentations
- Demonstrations
- Acting out
- Name the teacher(s) and some classmates
- Match pictures and thematic vocabulary words
- Draw a picture from a reading selection about school
- Use sentence frames to write a caption for a picture about school/school activities
- Answer yes/no questions about school activities
- Verbally explain simple school procedures and routines
- Word parts – root words/suffix/prefix
- Comparing/contrasting words with the same morphemic element
- Provide students with multiple sources of information to learn words through repeated exposures.
- Pair-Share-Chart starts with structured partner-share about a familiar topic. After 2-3 minutes, students share their conversation with the whole class. As students share what they know/think they know about the topic, the teacher records their thoughts on chart paper. Using the information that is charted, the teacher introduces a new concept and helps students make connections between what they already know and the new topic. The charted info is saved and added to during the lesson or unit, and the teacher continues to help forge connections with new information.
- Word Generation
- Vocabulary games
- Reflect/revise
- Cultural differences in schooling/schools from native culture.
- Independent computer practice with Razz Kids, ESL Brain Pop, Flipgrid, Seesaw, iXL, Tumble Books
- Rhymes, songs and chants “*Routines*” and “*Busy Day*” Language Song Book; “*The Pool!*”; “*This is the Classroom*”
- Total Physical Response (TPR)
- Picture dictionaries – how to use
- Word Wall
- Sandwich drill method
- Take Home Folder/Family Connection
- Mirror ELA with students using tapping procedures
- Integrate math concepts: counting
- Integrate Social Studies Unit: schools

Scaffolding

Level 1 Entering

- **WIDA Can Do's:** <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-1.pdf>
- **Unit 1:** <https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u1.pdf>
- **Unit 2:** <https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u2.pdf>
- **Unit 3:** <https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u3.pdf>
- **Unit 4:** <https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u4.pdf>

	<ul style="list-style-type: none"> Unit 5: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u5.pdf
Level 2 Beginning	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 3 Developing	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 4 Expanding	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 5 Bridging	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks

Formative:

- See NJSLS ESL Scaffolds for ELA First Grade and Model Curriculum. Assessment document for Unit 1 and scoring guidelines/rubrics
- ESL Portfolio to include:
 - writing samples
 - Small Group Instruction running records
 - Foundations assessments for each unit
 - DRA reading level
 - STAR

Review our First Grade ELA PACING GUIDE!

LINK TO NJ LITERACY ASSESSMENT:

<https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/1u1.pdf>

User name: Model

Password: Curriculum

NJ ELA Scoring Guide:

<https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/score/1u1.pdf>

Summative:

September – All students

- Writing Baseline (Narrative) Not scored
- Initial DSA (Developmental Spelling Assessment)
- WIDA Model results from initial screening – indicate composite score as well as individual scores in speaking, reading, writing, listening, comprehension, literacy – keep a copy of the screening sheet in student portfolio
- Mid-September: Re-assess Kindergarten Sight Words (63 words).

October – All students

DRA: Teachers use a professional day (coordinated with Reading Specialist) to administer for every student. For scoring consistency, teachers co-score at least 3 students with reading staff.
As needed: Kdg sight word list.

November – by the end of MP 1 all students:

- Writing benchmark #1 Narrative
- First Grade Sight Word List #1
- Kindergarten Sight Word List as needed.

Summative: Reach Unit Tests

Oral Language:

Describe- Part 1, Day 10 TE p. 32g

Ask and Answer Questions- Part 2, Day 10 TE p. 62g

Presentation- Part 1, Day 5 TE p. 23c

Summarize- Part 2, Day 5 TE p. 55c

Vocabulary:

Content vocabulary- Part 1 Key Words Test p. 3

Academic vocabulary- Part 2 Key Words Test p. 8
 Identify nouns- Reading Unit Test p. 17
Reading:
 Reading Comprehension
 Strategy: Plan (Preview, Set a purpose, predict)-
 Reading Strategy Test p. 14
 Text structure: organize ideas
 Literary analysis: identify setting -Reading Unit Test
 p. 17
Grammar:
 Nouns-Grammar Unit Test p. 24
 Singular and Plural Nouns
 Plural nouns with -s, -es
 Common and Proper nouns
Writing Trait: Organization
 -portfolios and journal

DRA or Lexile: Marking Period One pacing guide D or E

End of	Beginning	Developing (Instructional Level)	Secure
MP 2 (January)	Below G	G/H DRA score = 12-14	Above H
MP 3 (April)	Below I	I DRA score = 16	Above I
MP 4 (May/June)	Below J	J DRA score = 18	Above J

Note Level E is DRA score = 8 K/1st grade are levels D & E. First MP 1st grade at F which is DRA score of 10.

Compare ELs to First Grade Benchmark Goals:

Instructional September D **by** January MP 2 = G

Independent F by January MP 2

Level D / DRA score = 6

Level E / DRA 8

Level F / DRA 10

Level G/ DRA 12

Level H/ DRA 14

Level I/ DRA 16

Level J / DRA 18 – second grade

Writing – look at Rubric for Narrative:Small Moments for scoring/points. Students are moving along the proficiency continuum towards:

Mid-level Grade 1

Structure:

Overall: The writer wrote about when she did something.

Lead: The writer tried to make a beginning for his story.

Transitions: The writer put her pages in order. She used words such as *and* and *then*, *so*.

Ending: The writer found a way to end his story.

Organization: The writer wrote her story across three or more pages.

Development:

Elaboration: The writer put the picture from his mind onto the page. He had details in pictures and words.

Craft: The writer used labels and words to give details.

Language Conventions:

Spelling: The writer used all he knew about words and chunks (at, op, it, etc.) to help him spell. The writer spelled the word wall words right and used the word wall to help him spell other words.

Punctuation: The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.

Text/Resources:

- Reach, National Geographic, Cengage B Level, volumes one and two
- Fiction and Non-fiction Library
- Sing with Me Language Songs
- ELA program in effect (in 2020 it is Schoolwide)
- Foundations (in effect in 2020 – seek Elementary Supervisor for changes)
- STAR
- ACCESS: www.wida.us
- <http://www.state.nj.us/education/modelcurriculum/ela>
- NJDOE Bilingual site: <https://www.state.nj.us/education/bilingual/>
- Supporting English Learners in the Reading Workshop by Lindsey Moses (Heinemann)
- Growing Language and Literacy by Honigsfeld (Heinemann)
- Making Content Comprehensible – The SIOP Model, Echevarria, Vogt, Short (Pearson)
- Websites for teachers: <https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm>
- State policy: <https://www.state.nj.us/education/bilingual/policy/>
- <https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf>
- https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELSToolkit_508C.pdf

Interdisciplinary Connections

Language of Science <http://stem4els.wceruw.org/>

- **SEE THE ESL Curriculum Exemplar UNIT OVERVIEW Light and Sound. Here is the science model unit on NJDOE Site:**

<https://www.state.nj.us/education/modelcurriculum/sci/1u4.pdf>

Waves: Light and Sound (Physical Science) Standards:

- PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
- PS4-2. Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.
- PS4-3. Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.
- PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance

- Children's literature suggestions:

-Schoolwide Mentor Texts Loud, Soft, High, and Low Sound and Sounds All Around

Language of Math <http://stem4els.wceruw.org/>

<https://www.nj.gov/education/modelcurriculum/math/1.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u1.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u2.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u3.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u4.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u5.pdf>

- Count family members

- Count collections of objects
- Use a number line to count and compare numbers
- Solve simple number stories
- Use tally marks. Count by 1s and 5s.
- Understand shapes and attributes
- Use a number grid to add and subtract

Language of Social Studies

- Vocabulary – family, world, help, care, celebrate, family member, holiday, home, meal, play, extended family, fun, group, idea, parents, place, share, special, together, trip, visit
- Read *The World is My Family* by Josh Thome – compare author's purpose, identify photos and captions.
- View world map and say the name of your or your parent's home country
- Living/ Working together- how groups are similar
- Schools long ago- concepts of time, past and present
- <https://www.nj.gov/education/cccs/2020/SS/6.1%20by%202nd%20gr.pdf>

Exploratory Arts

- Illustrate ideas from class discussions using colored pencils, crayons and markers
- Create artwork to tell a story
- <https://www.nj.gov/education/cccs/2020/VPA/Media%20Arts%20GR2%20.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/General%20Music%20GR2%20.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Theatre%20GR2.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Visual%20Arts%20GR2.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Dance%20GR2%20.pdf>
-

Unit Modifications for Special Population Students	
Advanced Learners	https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf Gifted and Talented EL Guidance link.
Struggling Learners	https://www.state.nj.us/education/njtss/ Tiered Systems of Support link. Websites for teachers: https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm
English Language Learners	This entire curriculum is designed for ELs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf English Language Learner Toolkit. https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf The central mentor texts chosen were based on the following criteria: DRA or Lexile . Even though some of the texts do not have a DRA or Lexile level, the teacher will read

	<p>the texts aloud, and scaffold by defining vocabulary words, paraphrasing and simplifying complex sentences and using all visuals for support. Many of the texts are predictable, have language patterns and repetitions. They represent both literature and informational texts on the same topic aligned to the standards assessed in Unit 1.</p> <p>Authentic literature ELLs do not have the same opportunities as native English speakers to be exposed to authentic literature in English. These texts provide ELLs the chance to learn about good authors and rich language beyond what they would be exposed to in a reading program at their DRA or lexile level. They offer access to more demanding language but within students' Zone of Proximal Development (ZPD).</p> <p>Engaging and powerful visuals Every text has visuals that scaffold language and allow for higher-order thinking. The use of such visuals and language are the basis for the instructional conversations that promote the cognitive functions in the WIDA ELD Standards and Bloom's Taxonomy. Students are supported to develop expressive and receptive skills. All texts relate to the same topic but some have illustrations while others have photos. This offers ELLs a chance to compare and contrast how illustrators use a variety of media to convey the same message and content. It also offers them models to draw their own illustrations for their reports</p> <p>Language-rich texts All of the texts provide spiral opportunities for language practice and use in context and content-related learning. They all contain information that ELLs can build on to expand vocabulary and models of language functions that are aligned with the Anchor CCSS for ELA. All the texts provide ELLs with the opportunity to practice grammar and usage through a sentence frame from the text</p> <p>Mechanics and Punctuation The CCSS make specific mention of mechanics, etc. in the Anchor Standards. These texts offer many examples of how conventions, mechanics, punctuation and spelling are used in a meaningful and authentic manner that are appropriate at the Kindergarten level. Students are able to examine these conventions authentically as they can see how real authors use them. Then they are able to transfer this knowledge to their own writing.</p>
Special Needs Learners	<p>https://www.state.nj.us/education/njtss/</p> <p>Tiered systems of supports</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. This document outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K–12 academic and technical content areas, the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

Mission

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

Vision

An education in career readiness, life literacies, and key skills fosters a population that: • Continually self-reflects and seeks to improve the essential life and career practices that lead to success; • Uses effective communication and collaboration skills and resources to interact with a global society; • Possesses financial literacy and responsibility at home and in the broader community; • Plans, executes, and alters career goals in response to changing societal and economic conditions; and • Seeks to attain skill and content mastery to achieve success in a chosen career path.

Indicators:

<https://www.state.nj.us/education/aps/cccs/career/curriculum.htm>

[Review the following standards for expectations by grade 2:](https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf)

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

Reach tools NGR Reach.com

Razz Kids

BrainPop for ELs

SeeSaw

FlipGrid

Foundations

Tumble Books

iXL

Unit 2 Title: Living Things (Plants) and Family Celebrations**Unit Description:**

During this unit, the students will focus on all four domains of Reading, Writing, Listening and Speaking while exploring a variety of fiction and non-fiction texts from REACH Level B Unit 2- Shoot for the Sun such as Songs, Short Narratives, Personal Narrative, Realistic Fiction, and Informational Texts related to Literature, Math, Science, Social Studies, Music and Art. The students will engage the text in multiple, meaningful ways according to their ELP levels and their actual areas of improvement needs based on their performance in ELA classes. The academic vocabulary and understandings that students are introduced to about living things will be reinforced in the general grade-level science curriculum. Speaking practice will take the form of Reader's Theatre as students act out stories we have read. In a thematic study of multicultural literature the focus will be on family stories and how we got our names. After sharing authentic literature, students will share their own story and interview their parents at home to find out more about their personal histories. We connect our home to our school life by bringing stories from home into the class. Phonemic awareness will be practiced daily using Heggerty Phonemic Awareness.

The ESL teacher will consider students' English Language Proficiency (ELP) levels and plan activities according to the students' needs. This unit is aligned with ELA curriculum to mirror their objectives in reading and writing. Instruction will support the learning goals and state standards of the grade-level English Language Arts curriculum. Our program relies on and is strengthened by collaborative planning and relationships between ESL teachers and grade-level elementary teachers who work with ELs.

Unit Duration: 35 Days**Desired Results**

Standard(s): **RL 1.1** Ask and answer questions about key details in a fiction text **RL1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **RL1.6** Identify who is telling the story at various points in the text. **RL1.3 + RL1.7** Describe characters, settings, and major events in a story, using illustrations and key details **RL1.9** Compare and contrast the adventures and experiences of characters in stories **RFS1.2** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in the printed word **RFS1.3** Know and apply grade-level phonics and word analysis skills in decoding words **L.1.1** Demonstrate command of conventions of standard English grammar and usage when writing or speaking **L.1.2** Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing **L1.6** Use words and phrases acquired through conversations, reading and being read to; and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because) **SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups **SL1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media **SL1.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood **SL1.4** Describe people, places, things and events with relevant details, expressing ideas and feelings clearly **SL1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings **SL1.6** Produce complete sentences when appropriate to task and situation **W1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure **W1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas when needed **W1.7** Participate in shared research and writing projects **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

Language Objectives: <https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u2.pdf>**WIDA Can-Do Descriptors:**<https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-1.pdf>

Essential Questions/Critical Understandings:

Unit Big Question: When is something alive?

- What makes something a living thing?
- What do living things need?
- How do I make gestures and express feelings to dramatize a fiction text?
- What new vocabulary words can I use when I speak and write?
- What is the story behind my name? How do I ask my family to share information with me?
- How do characters in books help me understand myself and others?
- How do our names differ? Is my name long or short? What language does it come from?
- What is an adjective?
- Comprehension is enhanced through a collaboration process of sharing and evaluating ideas
- Difference between living and nonliving things
- Vocabulary related to plant parts
- What is the difference between Fairy tales, folktales, fiction and non-fiction?

Essential Skills: In English, SWBAT:

- Ask and answer questions about key details in a text.
- Identify story elements (beginning, middle, end, setting, characters)
- Make predictions about a text
- Make text- to- self connections
- Improve listening comprehension
- Participate in discussion with peers on a given topic.
- Adjectives that describe
- Adjectives how many? How much?
- Adjectives color, size, shape
- Develop academic and social vocabulary
- Draw, label and write responses to literature.
- Develop phonemic awareness.
- Use Word Wall words in writing
- Understand that words are separated by spaces in print
- Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing
- Engage in individualized literacy activities with apps like Raz Kids, SeeSaw, FlipGrid
- Identify and begin to use adjectives in speaking and writing (color, size, shape and number)
- Understand the difference between living and nonliving things.
- Describe and retell texts read in class
- Develop an understanding of increasingly complex spoken English through linguistic, visual and textual support.
- Give input and express ideas
- Spell some high frequency words correctly
- Use writing to communicate ideas
- Practice using a word bank for writing prompts

SIOP Features**Preparation**

- ☐ Adaptation of Content
- ☒ Links to Background
- ☒ Links to Past Learning
- ☒ Strategies Incorporated

Scaffolding

- ☒ Modeling
- ☒ Guided practice
- ☒ Independent practice
- ☒ Comprehensible input

Grouping Options

- ☐ Whole Class
- ☒ Small Groups
- ☒ Partners
- ☒ Independent

Integration of Processes

- ☒ Reading
- ☒ Writing
- ☒ Speaking
- ☒ Listening

Application

- ☒ Hands-on
- ☒ Meaningful
- ☒ Linked to objectives
- ☒ Promotes engagement

Assessment

- ☒ Individual
- ☒ Group
- ☒ Written
- ☒ Oral

Learning/Instructional Strategies

Social/Emotional Learning:

- The social opportunities and language of expression in Reader's Theatre greatly encourages peer collaboration. Students learn to act out how the characters from the stories are feeling. Through discussion and revision in small groups, students develop presentations to share with the class.
- We take a look at the differences between names in different cultures through several multicultural literature readings, including Alma and How She Got Her Name. We use the stories to recognize differences in our own names and celebrate the family stories that we carry. Through writing, discussion, interviews, reading and artwork, we validate and celebrate the diversity in our students' families.

ELA:

ELA writing units are 1) MP 1 – Narrative: Small Moments 2) MP 2 Opinion: Writing Reviews 3) MP 3 Information: Non-Fiction Chapter Books 4) MP 4 Narrative: From Scenes to Series

ELA reading units are 1) MP 1 – Launching 2) MP 2 - Fiction 3) MP 3- Non-Fiction 4) MP 4 – Story Elements

- Unit 2
Reading unit of study: Fiction
Writing units of study: Fiction

Living Things and Family Celebrations Academic Vocabulary:

Breathe, eat, move, drink, living, nonliving, alive, exercise, health, energy, food, bud, leaf, seed, flower, petal, sun, height, length, light, ready, project

Basic vocabulary: tray, plate, lunch, milk, P.E., play soccer, ride a skateboard, corn, fall activity, rake leaves, flag/flagpole, flower shop/flowers, fruit stand/apples, spring activity, plant seeds

Science vocabulary: bud, flower, leaf, petal, seed, sun, height, length, light, project, ready

Big Question: When is something alive?

High-Frequency Words: does, eat, live, no, see, why

Launch:

Preview and Predict

Introduce the Big question

Tap into prior knowledge

Build Background

Share what you know

Begin the Unit Concept Map

Preview new texts

Read Folk Tale

Build Comprehension (make predictions, confirm predictions, clarify, inferences, look at details, make connections, interpret visuals,)

Meet the Author

Introduce new key words with visuals

1. Pronounce the word, model the pronunciation of the key word and point to the accompanying picture, have students pronounce the word.
2. Rate the word: Have students use thumbs up/thumbs down to show if they know the word. Ask: What do you know about this word? Encourage students to share knowledge.
3. Define word in student friendly definition to explain meaning
4. Elaborate – talk about the word, sharing your own experience with it an encouraging children to use the word. Encourage students to use the word as they talk about their own experience. Using questions or comments, prompt students to use the word.

5. Challenge students to make connections and compare words. Use graphic organizers.
6. Display the words (word wall)

Big Book: *Zina, the Wooden Puppet* T68b-T68f

Genre books: *Are You living?* (Song)

A Straw Hat (Diagram)

The Daisy (Reader's Theatre)

Redwoods

Literature: *The Three Little Pigs* (Reader's Theatre)

Alma and How She Got Her Name

My Name is Yoon

Ant and the Grasshopper

Michael Fay and the Giant Redwoods by Gabrielle Burns

Leveled Library Books:

Beginning: I'm a Seed; Is it Alive? (nonfiction)/ Daniel's Pet (fiction); What do Pet's Need? (nonfiction)

Intermediate: Growing Like Me (fiction); Living Things Need Food (nonfiction); The Carrot Seed (fiction, Meet the Johnson Family (nonfiction)

Advanced: The Gingerbread Man (fiction); What's Alive? (nonfiction); Little Beauty (fiction); Feeding Time (nonfiction)

Phonemic Awareness:

- *Help with Work* – possessives, segment sounds, consonants: y, kw/quk k/k
- *A Yam in a Cup* – match and isolate middle sounds, short u
- *Distinguish medial sound*
- *CVC patterns* – *The Sun Is Up; Peck, Peck, Peck*
- *CCVCC patterns* – *Frog*
- *Short vowels* *The Crops*
- *Live It Up!*

Text Structure: *Introduce listing facts and using graphic organizers list*

Oral Language: *Expressing likes and dislikes*

Concepts of Print: *Identify upper case letters*

Writing: How to article – use rubric on T128j Students will tell what to do/make; list things they need, and give steps to follow. Class will critique to determine if they could follow directions. Provide opinions.

Organization

Introduce the writing prompt, prewrite (plan and write); Draft (plan and write); Revise (Check your work); Edit and Proofread (Check your work); Publish (finish and share)

Small Group Instruction:

- Daily observation
- Repeated Practice
- Sequenced Review
- Directed questioning and responses
- Frontload vocabulary
- Picture Walk
- Purpose of author, illustrator
- Think aloud
- Scaffolding
- Active participation
- Centers
- Graphic organizers
- Idea Web

- Differentiated sentence starters
- Shared writing
- Independent practice
- Think/pair/share
- Modeling
- Using Prior Knowledge
- Building background
- Relating
- Guided reading – building background knowledge, picture walks, decoding, phonics, comprehension, conversation regarding how the story relates to their lives, retell, summary
- Multi-media presentations
- Acting out
- Provide students with multiple sources of information to learn words through repeated exposures.
- Pair-Share-Chart starts with structured partner-share about a familiar topic. After 2-3 minutes, students share their conversation with the whole class. As students share what they know/think they know about the topic, the teacher records their thoughts on chart paper. Using the information that is charted, the teacher introduces a new concept and helps students make connections between what they already know and the new topic. The charted info is saved and added to during the lesson or unit, and the teacher continues to help forge connections with new information.
- Sentence Frames
- Sounding out
- Vocabulary games
- Reflect/revise
- Cultural differences in schooling/schools from native culture
- Independent computer practice with Razz Kids, ESL Brain Pop, Flipgrid, Seesaw, iXL, Tumble Books
- Rhymes, songs and chants “Are You Living?” “I Love My Bike” Language Song Book; “I Like You”; “This is the Classroom”
- Total Physical Response (TPR)
- Picture dictionaries – how to use
- Word Wall
- Sandwich drill method
- Graphic Organizers for a variety of purposes
- Meet the Author

- Take Home Folder/Family Connection

- Mirror ELA with students using tapping procedures

- Integrate math concepts: number stories, length and addition facts

- Integrate Social Studies Unit: Neighborhood and Community

Scaffolding

Level 1 Entering

- **WIDA Can Do's:** <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-1.pdf>
- **Unit 1:** <https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u1.pdf>
- **Unit 2:** <https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u2.pdf>
- **Unit 3:** <https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u3.pdf>
- **Unit 4:** <https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u4.pdf>
- **Unit 5:** <https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u5.pdf>

Level 2 Beginning	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 3 Developing	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 4 Expanding	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 5 Bridging	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks

Formative:

- See NJSLS ESL Scaffolds for ELA First Grade and Model Curriculum. Assessment document for Unit 2 and scoring guidelines/rubrics
- ESL Portfolio to include:
 1. writing samples
 2. Small Group Instruction running records
 3. Foundations assessments for each unit
 4. DRA reading level
 5. STAR

Review our First Grade ELA PACING GUIDE!

LINK TO NJ LITERACY ASSESSMENT:

<https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/1u2.pdf>

User name: Model

Password: Curriculum

NJ ELA Scoring Guide:

<https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/score/1u2.pdf>

Summative:

September – All students

- Writing Baseline (Narrative) Not scored
- Initial DSA (Developmental Spelling Assessment)
- WIDA Model results from initial screening – indicate composite score as well as individual scores in speaking, reading, writing, listening, comprehension, literacy – keep a copy of the screening sheet in student portfolio
- Mid-September: Re-assess Kindergarten Sight Words (63 words).

October – All students

DRA: Teachers use a professional day (coordinated with Reading Specialist) to administer for every student. For scoring consistency, teachers co-score at least 3 students with reading staff.

As needed: Kdg sight word list.

November – by the end of MP 1 all students:

- Writing benchmark #1 Narrative
- First Grade Sight Word List #1
- Kindergarten Sight Word List as needed.

Reach Unit Tests

Oral Language:

Describe- Part 1, Day 10 TE p. 94g

Retell a Story- Part 2, Day 10 TE p. 128g

Describe- Part 1, Day 5 TE p. 87c

- Part 2, Day 5 TE p. 119c

Vocabulary:

Content vocabulary- Part 1 Key Words Test p. 31

Academic vocabulary- Part 2 Key Words Test p. 37

Sort Words- Reading Unit Test p. 46

Reading:

Reading Comprehension

Strategy: Monitor -Reading Strategy Test p. 43

Text structure: list facts

Literary analysis: identify plot -Reading Unit Test p. 46

Grammar:

Adjectives That Describe-Grammar Unit Test p. 53

Adjectives: how much? How many?

Adjectives: color, size and shape

Number Words

Count and noncount words

Adjectives that tell how many and how much

Writing Trait: Organization

-portfolios and journal

DRA or Lexile: Marking Period Two pacing guide

End of	Beginning	Developing (Instructional Level)	Secure
MP 2 (January)	Below G	G/H DRA score = 12-14	Above H
MP 3 (April)	Below I	I DRA score = 16	Above I
MP 4 (May/June)	Below J	J DRA score = 18	Above J

Writing – look at Rubric for Opinion Writing for scoring/points. Students are moving along the proficiency continuum towards:

Mid-level Grade 1

Structure:

Overall: The writer wrote her opinion or her likes and dislikes and said why.

Lead: The writer wrote a beginning in which he got readers' attention. He named the topic or text he was writing about and gave his opinion.

Transitions: The writer said more about her opinion and used words such as *and* and *because*.

Ending: The writer wrote an ending for his piece.

Organization: The writer wrote a part of her story where she got readers' attention and a part where she said more.

Development:

Elaboration: The writer wrote at least one reason for his opinion.

Language Conventions:

Spelling: The writer used all he knew about words and chunks (at, op, it, etc.) to help him spell. The writer spelled the word wall words right and used the word wall to help him spell other words.

Punctuation: The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.

Text/Resources:

- Reach, National Geographic, Cengage
- Fiction and Non-fiction Library
- Sing with Me Language Songs
- ELA program in effect (in 2020 it is Schoolwide)
- Foundations (in effect in 2020 – seek Elementary Supervisor for changes)
- STAR
- ACCESS: www.wida.us
- <http://www.state.nj.us/education/modelcurriculum/ela>
- NJDOE Bilingual site: <https://www.state.nj.us/education/bilingual/>
- Supporting English Learners in the Reading Workshop by Lindsey Moses (Heinemann)
- Growing Language and Literacy by Honigsfeld (Heinemann)
- Making Content Comprehensible – The SIOP Model, Echevarria, Vogt, Short (Pearson)
- Websites for teachers: <https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm>
- State policy: <https://www.state.nj.us/education/bilingual/policy/>
- <https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf>
- https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELTToolkit_508C.pdf

Interdisciplinary Connections

Language of Science <http://stem4els.wceruw.org/>

- **SEE THE ESL Curriculum Exemplar UNIT OVERVIEW Patterns of Change in the Night Sky Here is the science model unit on NJDOE Site:**

<https://www.state.nj.us/education/modelcurriculum/sci/1u1.pdf>

Space Systems: Patterns and Cycles (Earth Science) Standards:

- ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.
- ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.

Children's literature suggestions:

-Schoolwide Mentor Texts [Day Light, Night Light](#)

*Literacy by Design guided reading book "Stars in the Sky" Level E

*Literacy By Design "A Dictionary of Space" Level F

Language of Math <http://stem4els.wceruw.org/>

<https://www.nj.gov/education/modelcurriculum/math/1.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u1.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u2.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u3.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u4.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u5.pdf>

- Introduce addition
- Use words for addition (more, less, how much, how many, equal, sum, plus, minus, subtract)
- Solve word problems
- Number words
- Count and noncount words

Language of Social Studies

- Vocabulary – neighborhood, community, jobs
- Create an idea web of jobs in our community
- <https://www.nj.gov/education/cccs/2020/SS/6.1%20by%202nd%20gr.pdf>

Exploratory Arts

- Illustrate main idea and sequence of a text using colored pencils, crayons and markers
- Create name design
- <https://www.nj.gov/education/cccs/2020/VPA/Media%20Arts%20GR2%20.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/General%20Music%20GR2%20.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Theatre%20GR2.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Visual%20Arts%20GR2.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Dance%20GR2%20.pdf>

Unit Modifications for Special Population Students

Advanced Learners

<https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf>

Gifted and Talented EL Guidance link.

Struggling Learners	https://www.state.nj.us/education/njtss/ Tiered Systems of Support link. Websites for teachers: https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm
English Language Learners	This entire unit is designed for ELs. See FABRIC/ESL Teacher Toolbox. https://www.state.nj.us/education/bilingual/ Provide parents with community resources for families. Invite parents to the Parent Advisory Council Meetings. Assist with getting families library cards at Heggan Library. Work with specialists in the building to monitor EL progress. Note special needs of ELs around holidays. Ensure teachers communicate to EL families/use translator services available. Ensure EL families understand how they can access their native language on our website.
Special Needs Learners	https://www.state.nj.us/education/njtss/ Tiered systems of supports
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills

See Mission/Vision in Unit One.

[Review the following standards for expectations by grade 2:](#)

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Indicators:

<https://www.state.nj.us/education/aps/cccs/career/curriculum.htm>

Reach tools NGReach.com

Razz Kids

BrainPop for ELs

SeeSaw

FlipGrid

Foundations

Tumble Books

iXL

Unit 3 Title: Goods and Services	
Unit Description: <p>During this unit, the students will focus on all four domains of Reading, Writing, Listening and Speaking while exploring how we get what we need in REACH Level B Unit 3- To Your Front Door. Readings will compare fiction and non-fiction texts that explore themes from social studies and math. They will preview a biography of Dr. Seuss and make a timeline of his life, which will be covered in the general classroom ELA Non-fiction Unit. The students will engage the text in multiple, meaningful ways according to their ELP levels and their actual areas of improvement needs based on their performance in ELA classes. Phonemic awareness will be practiced daily using Heggerty Phonemic Awareness.</p> <p>The ESL teacher will consider students' English Language Proficiency (ELP) levels and plan activities according to the students' needs. This unit is aligned with ELA curriculum to mirror their objectives in reading and writing. Instruction will support the learning goals and state standards of the grade-level English Language Arts curriculum. Our program relies on and is strengthened by collaborative planning and relationships between ESL teachers and grade- level elementary teachers who work with ELLs.</p>	
Unit Duration: 35 Days	
Desired Results	
<p>Standard(s): RI1.3 Describe the connection between two individuals, events, ideas or pieces of information in a text. RI1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI1.5 + RI1.6 Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to distinguish between information provided by pictures or other illustrations and information provided by words in a text. RI1.7 Use the illustrations and details in a text to describe key ideas RI1.8 Identify the reasons an author gives to support points in a text. RI1.9 Identify basic similarities in and differences between two texts on the same topic. RI1.10 With prompting and support, read informational texts at grade level text complexity or above W1.2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure W1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas when needed W1.7 Participate in shared research and writing projects W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question RFS1.2 Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in the printed word RFS1.4 Read with sufficient accuracy and fluency to support comprehension SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups SL1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media SL1.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings SL1.6 Produce complete sentences when appropriate to task and situation L.1.1 Demonstrate command of conventions of standard English grammar and usage when writing or speaking L.1.2 Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing</p>	
Language Objectives: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u3.pdf	
WIDA Can-Do Descriptors: https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-1.pdf	
Essential Questions/Critical Understandings: Unit Big Question: How do we get what we need? <ul style="list-style-type: none"> • Difference between needs and wants • Where do we get what we want? • What helps us get what we need? • What is the difference between fiction and non-fiction? 	Essential Skills: In English, SWBAT: <ul style="list-style-type: none"> • Ask and answer questions using the five Ws • Use academic vocabulary from units • Activate background knowledge to synthesize new information • Identify big ideas and supporting details within a text

<ul style="list-style-type: none"> • What are the text features in non-fiction texts? • Know that nonfiction text will provide real information about a topic. • What is the author's purpose? • What are verbs and how do I use them in the present tense? • Recognizing the relationship between sounds, syllable and spoken words is foundational for future success as a reader. 	<ul style="list-style-type: none"> • Respond to fiction and non-fiction texts using graphic organizers • Retell and summarize texts • Contribute to group discussions • Develop independent reading skills • Use writing to communicate ideas • Practice using a word bank for writing prompts • Use increasingly specific language when narrating, describing or explaining • Express ideas, feelings and opinions • Apply letter-sound correspondence • Extend independent reading • Use shared reading, retelling, summarizing and responding to questions to demonstrate comprehension of grade-level text • Use graphic organizers to assist with planning for writing • Spell high frequency words correctly • Research, read about topics and then teach others
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SLOP Features

Preparation	Scaffolding	Grouping Options
<input type="checkbox"/> Adaptation of Content <input checked="" type="checkbox"/> Links to Background <input checked="" type="checkbox"/> Links to Past Learning <input checked="" type="checkbox"/> Strategies Incorporated	<input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible input	<input type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent
Integration of Processes	Application	Assessment
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement	<input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

Learning/Instructional Strategies

Social/Emotional Learning:

- In our class meetings, students are encouraged to reflect on new vocabulary and topics of study and share their responses with the group. Peer partnerships are formed and supported through various activities. Discussion from previous days, especially pertaining to special and important family stories are followed up on in class. Students develop a small community within the larger school that is familiar and supportive.

ELA:

ELA writing units are 1) MP 1 – Narrative: Small Moments 2) MP 2 Opinion: Writing Reviews 3) MP 3 Information: Non-Fiction Chapter Books 4) MP 4 Narrative: From Scenes to Series

ELA reading units are 1) MP 1 – Launching 2) MP 2 - Fiction 3) MP 3- Non-Fiction 4) MP 4 – Story Elements

- Unit 3
 Reading unit of study: Non-fiction
 Writing units of study: Information: Non-fiction Chapter Books

Goods and Services Vocabulary:

Buy, food, money, market, shop, sell, business, goods, job, needs, wants, delivery, neighborhood, store, factory, ship, bring, count, earn, service, worker, community places- bank, dentist's office, fire station, gas station, hospital, police station, post office, restaurant, supermarket

Big Question: How do we get what we need?

High-Frequency Words: go, great, one, saw, want, would

Launch:

Introduce the Big question

Tap into prior knowledge

Build Background

Begin the Unit Concept Map

Preview new texts

Read Non-fiction

Build Comprehension (make predictions, confirm predictions, clarify, inferences, look at details, make connections, interpret visuals,)

Meet the Author

Introduce new key words with visuals

1. Pronounce the word, model the pronunciation of the key word and point to the accompanying picture, have students pronounce the word.
2. Rate the word: Have students use thumbs up/thumbs down to show if they know the word. Ask: What do you know about this word? Encourage students to share knowledge.
3. Define word in student friendly definition to explain meaning
4. Elaborate – talk about the word, sharing your own experience with it an encouraging children to use the word. Encourage students to use the word as they talk about their own experience. Using questions or comments, prompt students to use the word.
5. Challenge students to make connections and compare words. Use graphic organizers.
6. Display the words (word wall)

Big Book: *Wen- mei and Her Clay Pot* by Grace Lin

Genre books: *Markets*

Flower Power

Delivery

Money

Literature: *Author Biographies: Dr. Seuss*

Small Group Instruction:

- Warm-up activities
- Writing explanations
- Providing step-by-step prompts
- Daily observation
- Repeated Practice
- Direct questioning and responses
- Sequence tasks from easy to difficult
- Sentence structure: Noun, action words
- Read the title and make predictions
- Purpose of author, illustrator
- Think aloud
- Active participation
- Centers
- Concept mapping
- Differentiated sentence starters
- Shared writing

- Group projects and cooperative learning
- Independent practice
- Think/pair/share
- Modeling
- Links to background
- Guided reading – building background knowledge, picture walks, decoding, phonics, comprehension, conversation regarding how the story relates to their lives, retell, summary
- Multi-media presentations
- Demonstrations
- Visual supports
- Draw a picture
- Graphic organizers
- Frontload vocabulary
- Building background
- Accessing/ Using prior knowledge
- Word parts – root words/suffix/prefix
- Comparing/contrasting words with the same morphemic element
- Provide students with multiple sources of information to learn words through repeated exposures.
- Pair-Share-Chart starts with structured partner-share about a familiar topic. After 2-3 minutes, students share their conversation with the whole class. As students share what they know/think they know about the topic, the teacher records their thoughts on chart paper. Using the information that is charted, the teacher introduces a new concept and helps students make connections between what they already know and the new topic. The charted info is saved and added to during the lesson or unit, and the teacher continues to help forge connections with new information.
- Word Generation
- Vocabulary games
- Reflect/revise
- Cultural differences in schooling/schools from native culture.
- Independent computer practice with Razz Kids, ESL Brain Pop, Flipgrid, Seesaw, iXL, Tumble Books
- Rhymes, songs and chants
- Total Physical Response (TPR)
- Targeting proficiency levels
- Sounding Out
- Picture dictionaries – how to use
- Word Wall
- Sandwich drill method
- Individual/ Small group/ whole class instruction
- Goal setting
- Meaningful real life connections

- Take Home Folder/Family Connection

- Mirror ELA with students using tapping procedures

- Integrate math concepts: number stories

- Integrate Social Studies Unit: nature's resources

Scaffolding

Level 1 Entering

- **WIDA Can Do's:** <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-1.pdf>
- **Unit 1:** <https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u1.pdf>

	<ul style="list-style-type: none"> • Unit 2: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u2.pdf • Unit 3: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u3.pdf • Unit 4: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u4.pdf • Unit 5: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u5.pdf
Level 2 Beginning	<ul style="list-style-type: none"> • Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 3 Developing	<ul style="list-style-type: none"> • Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 4 Expanding	<ul style="list-style-type: none"> • Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 5 Bridging	<ul style="list-style-type: none"> • Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks

Formative:

- See NJSLS ESL Scaffolds for ELA First Grade and Model Curriculum. Assessment document for Unit 3 and scoring guidelines/rubrics
- ESL Portfolio to include:
 1. Writing samples
 2. Small Group Instruction running records
 3. Foundations assessments for each unit
 4. DRA reading level
 5. STAR

Review our First Grade ELA PACING GUIDE!

LINK TO NJ LITERACY ASSESSMENT:

<https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/1u3.pdf>

User name: Model

Password: Curriculum

Summative:

December – All students

- Progress monitoring as needed

January – All students:

- Writing benchmark # 2 Opinion
- First Grade Sight Word List #2

Reach Unit Tests:

Oral Language:

Express needs and wants- Part 1, Day 10 TE p. 162g

Ask Questions- Part 2, Day 10 TE p. 196g

Categorize Information- Part 1, Day 5 TE p. 155c

Retell- Part 2, Day 5 TE p. 189c

Vocabulary:

Content vocabulary- Part 1 Key Words Test p. 61

Academic vocabulary- Part 2 Key Words Test p. 66

Identify verbs- Reading Unit Test p. 74

Reading:

Reading Comprehension

Strategy: Ask Questions- Reading Strategy Test p. 71

Text structure: Identify details

Literary analysis: categorize -Reading Unit Test p. 74

Grammar:

Verbs-Grammar Unit Test p. 83

Action Verbs

Present tense verbs- subject-verb agreement

Verbs: *to be*; *to have*

Subject-verb agreement: *be* and *have*

Writing Trait: Focus and Coherence

-portfolios and journal

DRA or Lexile: Marking Period Three pacing guide

End of	Beginning	Developing (Instructional Level)	Secure
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MP 3 (April)	Below I	I DRA score = 16	Above I
MP 4 (May/June)	Below J	J DRA score = 18	Above J

Writing – look at Rubric for Information Writing for scoring/points. Students are moving along the proficiency continuum towards:

Mid-level Grade 1

Structure:

Overall: The writer taught her reader about a topic.

Lead: The writer named his topic in the beginning and got his readers' attention.

Transitions: The writer told different parts about her topic on different pages.

Ending: The writer wrote an ending.

Organization: The writer told about her topic part by part.

Development:

Elaboration: The writer put facts in his writing to teach about his topic.

Craft: The writer used labels and words to give facts.

Language Conventions:

Spelling: The writer used all he knew about words and chunks (at, op, it, etc.) to help him spell. The writer spelled the word wall words right and used the word wall to help him spell other words.

Punctuation: The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.

Text/Resources:

- Reach, National Geographic, Cengage
- Fiction and Non-fiction Library
- Sing with Me Language Songs
- ELA program in effect (in 2020 it is Schoolwide)
- Foundations (in effect in 2020 – seek Elementary Supervisor for changes)
- STAR
- ACCESS: www.wida.us
- <http://www.state.nj.us/education/modelcurriculum/ela>
- NJDOE Bilingual site: <https://www.state.nj.us/education/bilingual/>
- Supporting English Learners in the Reading Workshop by Lindsey Moses (Heinemann)
- Growing Language and Literacy by Honigsfeld (Heinemann)
- Making Content Comprehensible – The SLOP Model, Echevarria, Vogt, Short (Pearson)
- Websites for teachers: <https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm>
- State policy: <https://www.state.nj.us/education/bilingual/policy/>
- <https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf>
- https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf

Interdisciplinary Connections

Language of Science <http://stem4els.wceruw.org/>

- **SEE THE ESL Curriculum Exemplar UNIT OVERVIEW Characteristics of Living Things. Here is the science model unit on NJDOE Site:**

<https://www.state.nj.us/education/modelcurriculum/sci/1u2.pdf>

Structure, Function, and Information Processing (Life Science) and K-2-ETS1 Engineering Design Standards:

- LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs
- LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
- K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Children's literature suggestions:

-Schoolwide Mentor Text [Amazing Animals](#)

Language of Math <http://stem4els.wceruw.org/>
<https://www.nj.gov/education/modelcurriculum/math/1.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u1.pdf>
<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u2.pdf>
<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u3.pdf>
<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u4.pdf>
<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u5.pdf>

- Understand Number Stories
- Use words for addition and subtraction
- Demonstrate one-to-one correspondence

Language of Social Studies

- Vocabulary – nature, resources, landscape
- Reading and discussion to preview “Nature’s Resources” and “From mountains to Oceans”
- <https://www.nj.gov/education/cccs/2020/SS/6.1%20by%202nd%20gr.pdf>

Exploratory Arts

- Illustrate main idea and sequence of a text using colored pencils, crayons and markers
- <https://www.nj.gov/education/cccs/2020/VPA/Media%20Arts%20GR2%20.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/General%20Music%20GR2%20.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Theatre%20GR2.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Visual%20Arts%20GR2.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Dance%20GR2%20.pdf>

Unit Modifications for Special Population Students	
Advanced Learners	https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf Gifted and Talented EL Guidance link.
Struggling Learners	https://www.state.nj.us/education/njtss/ Tiered Systems of Support link. Websites for teachers: https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm
English Language Learners	This entire unit is designed for ELs. See FABRIC/ESL Teacher Toolbox. https://www.state.nj.us/education/bilingual/ Provide parents with community resources for families. Invite parents to the Parent Advisory Council Meetings. Assist with getting families library cards at Heggan Library. Work with specialists in the building to monitor EL progress. Note special needs of ELs around holidays. Ensure teachers communicate to EL families/use translator services available.

	Ensure EL families understand how they can access their native language on our website.
Special Needs Learners	https://www.state.nj.us/education/njtss/ Tiered systems of supports
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills

Refer to the Mission/Vision in Unit One.

[Review the following standards for expectations by grade 2:](#)

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Indicators:

<https://www.state.nj.us/education/aps/cccs/career/curriculum.htm>

Reach tools NGReach.com

Razz Kids

BrainPop for ELs

SeeSaw

FlipGrid

Foundations

Tumble Books

iXL

Unit 4 Title: Animals**Unit Description:**

During this unit, the students will focus on all four domains of Reading, Writing, Listening and Speaking while exploring a variety of fiction and non-fiction texts from REACH Level B Unit 4- Growing and Changing and REACH Level B Unit 5- Creature Features such as Songs, Short Narratives, Personal Narrative, Realistic Fiction, and Informational Texts related to Literature, Math, Science, Social Studies, Music and Art. The students will engage the text in multiple, meaningful ways according to their ELP levels and their actual areas of improvement needs based on their performance in ELA classes. The academic vocabulary and understandings that students are introduced to about animals' life cycles and features will be reinforced in the general grade-level science curriculum. In this unit students will solidify their foundational skills of reading. They will keep track of what is happening by comparing and contrasting, and retelling. Phonemic awareness will be practiced daily using Heggerty Phonemic Awareness. During this time, students will prepare for and take the annual WIDA ACCESS for ELLs assessment.

The ESL teacher will consider students' English Language Proficiency (ELP) levels and plan activities according to the students' needs. This unit is aligned with ELA curriculum to mirror their objectives in reading and writing. Instruction will support the learning goals and state standards of the grade-level English Language Arts curriculum. Our program relies on and is strengthened by collaborative planning and relationships between ESL teachers and grade-level elementary teachers who work with ELLs.

Unit Duration: 35 Days**Desired Results**

Standard(s): **RL 1.1** Ask and answer questions about key details in a fiction text **RL 1.2** Retell stories, including key details **RL1.3 + RL1.7** Describe characters, settings, and major events in a story, using illustrations and key details. **RL1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses **RL1.9** Compare and contrast the adventures and experiences of characters in stories. **RI 1.1** Ask and answer questions about key details in a nonfiction text **RI 1.2 & RI 1.7** Identify the main topic and retell key details using illustrations and text **SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups **SL1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media **SL1.4** Describe people, places, things and events with relevant details, expressing ideas and feelings clearly **SL.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings **SL1.6** Produce complete sentences when appropriate to task and situation **L.1.1** Demonstrate command of conventions of standard English grammar and usage when writing or speaking **L.1.2** Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing **W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure **W1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas when needed **W1.7** Participate in shared research and writing projects **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

Language Objectives: <https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u4.pdf>

WIDA Can-Do Descriptors: <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-1.pdf>

Essential Questions/Critical Understandings:

Unit Big Questions: How do animals change as they grow? How are animals different?

- How do animal babies grow up?
- What happened in an animals life?
- Vocabulary related to animal life cycles

Essential Skills: In English, SWBAT:

- Demonstrate understanding of main ideas, details in text and summarize to increase reading comprehension
- Construct meaning, develop vocabulary and background knowledge

<ul style="list-style-type: none"> • What are pronouns and how do I use them correctly? • How can I add to and revise my writing? • What is the order of events? • What questions can I ask while reading to increase my understanding of a text? • What makes each animal special? • How do animals move? • Vocabulary related to animal features and movement • How are animals different? 	<ul style="list-style-type: none"> • Establish a purpose for reading • Summarize texts to build comprehension • Identify the genre of a text • Formulate and ask questions related to a text • Identify and read grade level high frequency words • Identify initial, medial vowel and final sounds • Discuss stages of a butterfly's life cycle • Use research to demonstrate stages of life for other animals • Use new vocabulary in written response • Revise and edit writing • Include more details in writing • Read and use pronouns • Seek clarification • Peer edit each other's writing pieces • Prepare for the ACCESS for ELLs assessment
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SIOP Features

Preparation	Scaffolding	Grouping Options
<input type="checkbox"/> Adaptation of Content <input checked="" type="checkbox"/> Links to Background <input checked="" type="checkbox"/> Links to Past Learning <input checked="" type="checkbox"/> Strategies Incorporated	<input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible input	<input type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent
Integration of Processes	Application	Assessment
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement	<input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

Learning/Instructional Strategies

Social/Emotional Learning:

- In our class meetings, students are encouraged to reflect on new vocabulary and topics of study and share their responses with the group. Peer partnerships are formed and supported through various activities. Discussion from previous days, especially pertaining to special and important family stories are followed up on in class. Students develop a small community within the larger school that is familiar and supportive.

ELA:

ELA writing units are 1) MP 1 – Narrative: Small Moments 2) MP 2 Opinion: Writing Reviews 3) MP 3 Information: Non-Fiction Chapter Books 4) MP 4 Narrative: From Scenes to Series
 ELA reading units are 1) MP 1 – Launching 2) MP 2 - Fiction 3) MP 3- Non-Fiction 4) MP 4 – Story Elements

- Unit 4
 Reading unit of study: Story Elements
 Writing units of study: Narrative: From Scenes to Stories

Basic vocabulary: clothing: belt, buckle, shirt, pocket, dress, jacket, collar, zipper, jeans, pants, shoes, skirt, socks, sweater, button

Reading strategies in this unit: Make connections Genres: fact book, animal fantasy, compare and contrast, character analysis, main idea and details, determine author's purpose, intonation, accuracy and rate/fluency

ESL Daily writing: writing fluency, personal response, writer's craft: Describing words, compare/contrast, sentences about characters, detail sentences, journal entry

Grammar – see under books; antonyms, categorize details, subject/verb agreement

Animal Vocabulary:

Adult, baby, egg, form, grow, hatch, nest, before, shape, time, inside, size, butterfly, change, insect, caterpillar, chrysalis, pupa, attach, down, color, hard, sequence, beak, fur, paw, coverings, mouth, scales, feathers, parts, tail, alike, different, look, body, feature, climb, run, slither, fly, slide, swim, back, front, push, fact, movement

Big Question: How do animals change as they grow? How are animals different?

High-Frequency Words: because, carry, don't, new, play, sleep

Launch:

Introduce the Big question

Tap into prior knowledge

Build Background

Begin the Unit Concept Map

Preview new texts

Read Fiction, Non-fiction and Poetry

Build Comprehension (make predictions, confirm predictions, clarify, inferences, look at details, make connections, interpret visuals,)

Meet the Author

Introduce new vocabulary with visuals

1. Pronounce the word, model the pronunciation of the key word and point to the accompanying picture, have students pronounce the word.
2. Rate the word: Have students use thumbs up/thumbs down to show if they know the word.
Ask: What do you know about this word? Encourage students to share knowledge.
3. Define word in student friendly definition to explain meaning
4. Elaborate – talk about the word, sharing your own experience with it an encouraging children to use the word. Encourage students to use the word as they talk about their own experience.
Using questions or comments, prompt students to use the word.
5. Challenge students to make connections and compare words. Use graphic organizers.
6. Display the words (word wall)

Big Book: *Guess What I'll Be?* by Anni Axworthy question book/story

Genre books: *Ruby In Her Own Time* – character analysis, identify plot

Turtles: From Eggs to Ocean – captions/science article, words with long i

A Butterfly Is Born – identify main idea and details

Caterpillar – determine point of view

For Pete's Sake – animal fantasy – Build comprehension, dramatization

Alligators – science article Build comprehension, theme theater, synonyms

Slither, Slide, Hop, and Run – fact book

My Crittercam Journal

What Do You Do With a Tail Like This? Fact book

Leveled Library Books:

Beginning: *Which Egg is Mine?* (fiction); *Hello, Duck!* (nonfiction); *The Chick and the Duckling*, *An Elephant's Trunk*, *Who Hops?* (fiction); *On the Move* (nonfiction)

Intermediate: *Big Egg* (fiction); *Eggs* (nonfiction); *Jenna's Pet* (fiction); *A Frog Has A Sticky Tongue* (nonfiction); *Hop Jump* (fiction); *Marks in the Sand* (nonfiction)

Advanced: *The Very Hungry Caterpillar* (fiction); *The Penguin Chick* (nonfiction); *Is Your Mama a Llama?* (fiction); *Walking Up Walls* (nonfiction)

Phonemic Awareness: *Bear Cubs* – CCVCe Patterns, *Flamingos* CVC and CVCe, *Two Little Ducks* – ed, ing
A Good Place – delete ending sounds, contractions with 's, n't.; *Giraffes* soft g, substitute beginning and ending sounds; *Not the Same* sounds for y, e, l; *Male Animals* – plurals s, es, ies; *Blood Suckers* vowel digraphs; *Pond Life* – endings ed, ing

Small Group Instruction:

- Word work – scrambled sentences, cloze sentences, word families, word sorts, vocabulary concentration
- Breaking down the task
- Vocabulary Builder and manipulatives – REACH B
- Grammar study
- Providing step-by-step prompts
- Daily observation
- Repeated Practice
- Directed questioning and responses
- Sequence tasks from easy to difficult
- Sentence structure: Noun, action words
- Read the title and make predictions
- Purpose of author, illustrator
- Think aloud
- Active participation
- Centers
- Concept mapping
- Differentiated sentence starters
- Shared writing
- Publish a class book
- Independent practice
- Think/pair/share
- Modeling
- Links to background
- Guided reading – building background knowledge, picture walks, decoding, phonics, comprehension, conversation regarding how the story relates to their lives, retell, summary
- Multi-media presentations
- Demonstrations
- Draw a picture
- Word parts – root words/suffix/prefix
- Comparing/contrasting words with the same morphemic element
- Provide students with multiple sources of information to learn words through repeated exposures.
- Pair-Share-Chart starts with structured partner-share about a familiar topic. After 2-3 minutes, students share their conversation with the whole class. As students share what they know/think they know about the topic, the teacher records their thoughts on chart paper. Using the information that is charted, the teacher introduces a new concept and helps students make connections between what they already know and the new topic. The charted info is saved and added to during the lesson or unit, and the teacher continues to help forge connections with new information.
- Word Generation
- Reflect/revise
- Cultural differences in schooling/schools from native culture.
- Independent computer practice with Razz Kids, ESL Brain Pop, Flipgrid, Seesaw, iXL, Tumble Books
- Rhymes, songs and chants
- Total Physical Response (TPR)
- Picture dictionaries – how to use
- Word Wall
- Sandwich drill method
- Anticipation Chart
- Comprehension Strategies
- Graphic Organizers

- Related Literature
 - Book Walk
 - Learning Logs and Journals
 - Instructional Conversation
 - Think, Pair, Share
 - Summarization Frames
 - Warm-up activities
 - Writing explanations
 - Visual supports
 - Draw a picture
 - Graphic organizers
 - Frontload vocabulary
 - Building background
 - Accessing/ Using prior knowledge
 - Vocabulary games
 - Individual/ Small group/ whole class instruction
 - Goal setting
 - Meaningful real life connections
-
- Take Home Folder/Family Connection
 - Mirror ELA with students using tapping procedures
 - Science connections: Life Science
-
- TEACHERS ARE BEGINNING PREPARATIONS FOR INTERNATIONAL NIGHT WHERE STUDENTS DEMONSTRATE THEIR ENGLISH ABILITIES AND FAMILIES ARE INVITED TO SHARE THEIR CULTURAL FOOD/TRADITIONS. Time frame is usually one evening in April.

Scaffolding

Level 1 Entering	<ul style="list-style-type: none"> • WIDA Can Do's: https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-1.pdf • Unit 1: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u1.pdf • Unit 2: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u2.pdf • Unit 3: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u3.pdf • Unit 4: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u4.pdf • Unit 5: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u5.pdf
Level 2 Beginning	<ul style="list-style-type: none"> • Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 3 Developing	<ul style="list-style-type: none"> • Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Level 4 Expanding	<ul style="list-style-type: none"> • Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 5 Bridging	<ul style="list-style-type: none"> • Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks

Formative:

- See NJSLS ESL Scaffolds for ELA First Grade and Model Curriculum. Assessment document for Unit 4 and scoring guidelines/rubrics
- ESL Portfolio to include:
 1. Writing samples
 2. Small Group Instruction running records
 3. Foundations assessments for each unit
 4. DRA reading level
 5. STAR

Review our First Grade ELA PACING GUIDE!

LINK TO NJ LITERACY ASSESSMENT:

<https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/1u4.pdf>

User name: Model

Password: Curriculum

Summative:

February – All students:

- STAR Testing
- DRA: Teachers use a professional day (coordinated by R. Specialist) to administer to every student. For scoring consistency, please co-score at least 3 students with reading staff.

March – All students:

- Progress monitoring as needed
- ESL students: ACCESS for ELLs state-wide assessment

April- by the end of MP 3 all students:

- First Grade Sight Word List #3
- Writing Benchmark #3: Information

Reach Unit Tests:

Oral Language:

Retell a story- Part 1, Day 10 TE p. 242g

Restate an idea- Part 2, Day 10 TE p. 266g

Retell- Part 1, Day 5 TE p. 233c

Summarize- Part 2, Day 5 TE p. 259c

Vocabulary:

Content vocabulary- Part 1 Key Words Test p. 91

Academic vocabulary- Part 2 Key Words Test p. 97

Use context clues- Reading Unit Test p. 106

Synonyms/antonyms

Reading:

Reading Comprehension

Strategy: Determine importance- Reading Strategy

Test p. 103

Text structure: Identify plot

Literary analysis: main idea and details -Reading Unit

Test p. 106

Grammar:

Singular subject pronouns: *I, you, it*

Plural subject pronouns: *we, you, they*

Subject pronoun agreement: gender and number

Singular possessive adjectives: *my, your, its*

Plural possessive adjectives: *our, their*

Possessive adjective agreement: gender and number-

Grammar Unit Test p. 113

Sentences

Sentence capitalization

Simple subject

Simple Predicate

Writing Trait: Voice and Style

-portfolios and journal

DRA or Lexile: Marking Period Three pacing guide

End of	Beginning	Developing (Instructional Level)	Secure
MP 2 (January)	Below G	G/H DRA score = 12-14	Above H
MP 3 (April)	Below I	I DRA score = 16	Above I
MP 4 (May/June)	Below J	J DRA score = 18	Above J

Writing – look at Rubric for Narrative: Small Moments for scoring/points. Students are moving along the proficiency continuum towards:

Mid-level Grade 1

Structure:

Overall: The writer wrote about when she did something.

Lead: The writer tried to make a beginning for his story.

Transitions: The writer put her pages in order. She used words such as *and* and *then, so*.

Ending: The writer found a way to end his story.

Organization: The writer wrote her story across three or more pages.

Development:

Elaboration: The writer put the picture from his mind onto the page. He had details in pictures and words.

Craft: The writer used labels and words to give details.

Language Conventions:

Spelling: The writer used all he knew about words and chunks (at, op, it, etc.) to help him spell. The writer spelled the word wall words right and used the word wall to help him spell other words.

Punctuation: The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.

Text/Resources:

- Reach, National Geographic, Cengage
- Fiction and Non-fiction Library
- Sing with Me Language Songs
- ELA program in effect (in 2020 it is Schoolwide)
- Foundations (in effect in 2020 – seek Elementary Supervisor for changes)
- STAR
- ACCESS: www.wida.us
- <http://www.state.nj.us/education/modelcurriculum/ela>
- NJDOE Bilingual site: <https://www.state.nj.us/education/bilingual/>
- Supporting English Learners in the Reading Workshop by Lindsey Moses (Heinemann)
- Growing Language and Literacy by Honigsfeld (Heinemann)
- Making Content Comprehensible – The SIOP Model, Echevarria, Vogt, Short (Pearson)
- Websites for teachers: <https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm>
- State policy: <https://www.state.nj.us/education/bilingual/policy/>
- <https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf>
- https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELTToolkit_508C.pdf

Interdisciplinary Connections

Language of Science <http://stem4els.wceruw.org/>

Science vocabulary: butterfly, caterpillar, change, chrysalis, insect, pupa, attach, born, color, hard, sequence

Basic food vocabulary: chicken, chips, salsa, egg, hamburger, hot dog, pizza, salad, sandwich, soup, taco

- **SEE THE ESL Curriculum Exemplar UNIT OVERVIEW Patterns of Change in the Night Sky Here is the science model unit on NJDOE Site:**

<https://www.state.nj.us/education/modelcurriculum/sci/1u1.pdf>

Structure, Function, and Information Processing (Life Science) and K-2-ETS1 Engineering Design Standards:

- LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs
- LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
- K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- Write like a scientist – what do you know about animals? Use graphic organizer to assist. PROJECT

Children's literature suggestions:

-Schoolwide Mentor Text [Amazing Animals](#)

Language of Math <http://stem4els.wceruw.org/>
<https://www.nj.gov/education/modelcurriculum/math/1.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u1.pdf>
<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u2.pdf>
<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u3.pdf>
<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u4.pdf>
<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u5.pdf>

- Understand Number Stories
- Use words for addition and subtraction
- Demonstrate one-to-one correspondence

Language of Social Studies

- Vocabulary – nature, resources, landscape
- Reading and discussion to preview “Nature’s Resources” and “From mountains to Oceans”
- <https://www.nj.gov/education/cccs/2020/SS/6.1%20by%202nd%20gr.pdf>

Exploratory Arts

- Illustrate main idea and sequence of a text using colored pencils, crayons and markers
- <https://www.nj.gov/education/cccs/2020/VPA/Media%20Arts%20GR2%20.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/General%20Music%20GR2%20.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Theatre%20GR2.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Visual%20Arts%20GR2.pdf>
<https://www.nj.gov/education/cccs/2020/VPA/Dance%20GR2%20.pdf>

Unit Modifications for Special Population Students

Advanced Learners	https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf Gifted and Talented EL Guidance link.
Struggling Learners	https://www.state.nj.us/education/njtss/ Tiered Systems of Support link. Websites for teachers: https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm
English Language Learners	This entire unit is designed for ELs. See FABRIC/ESL Teacher Toolbox. https://www.state.nj.us/education/bilingual/ Provide parents with community resources for families. Invite parents to the Parent Advisory Council Meetings. Assist with getting families library cards at Heggan Library. Work with specialists in the building to monitor EL progress. Note special needs of ELs around holidays. Ensure teachers communicate to EL families/use translator services available. Ensure EL families understand how they can access their native language on our website.
Special Needs Learners	https://www.state.nj.us/education/njtss/ Tiered systems of supports
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills

Refer to the Mission and Vision in Unit One.

[Review the following standards for expectations by grade 2:](#)

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Indicators:

Review benchmarks by second grade for each category:

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

<https://www.state.nj.us/education/aps/cccs/career/curriculum.htm>

Reach tools NGR reach.com

Razz Kids

BrainPop for ELs

SeeSaw

FlipGrid

Fundations

Tumble Books

iXL

Unit 5 Title: Weather and Seasons	
Unit Description: <p>During this unit, the students will focus on all four domains of Reading, Writing, Listening and Speaking while exploring weather and seasons in REACH Level B Unit 6- Up in the Air. Students will apply their background in science and their daily classroom routines weather charting. Readings will include fiction and non-fiction. The students will engage the text in multiple, meaningful ways according to their ELP levels and their actual areas of improvement needs based on their performance in ELA classes. Phonemic awareness will be practiced daily using Heggerty Phonemic Awareness.</p> <p>The ESL teacher will consider students' English Language Proficiency (ELP) levels and plan activities according to the students' needs. This unit is aligned with ELA curriculum to mirror their objectives in reading and writing. Instruction will support the learning goals and state standards of the grade-level English Language Arts curriculum. Our program relies on and is strengthened by collaborative planning and relationships between ESL teachers and grade- level elementary teachers who work with ELLs.</p>	
Unit Duration: 3 weeks	
Desired Results	
<p>Standard(s): RI1.3 Describe the connection between two individuals, events, ideas or pieces of information in a text. RI1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI1.5 + RI1.6 Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to distinguish between information provided by pictures or other illustrations and information provided by words in a text. RI1.7 Use the illustrations and details in a text to describe key ideas RI1.8 Identify the reasons an author gives to support points in a text. RI1.9 Identify basic similarities in and differences between two texts on the same topic. RI1.10 With prompting and support, read informational texts at grade level text complexity or above RL 1.1 Ask and answer questions about key details in a fiction text RL 1.2 Retell stories, including key details W1.2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure W1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas when needed W1.7 Participate in shared research and writing projects W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question RFS1.2 Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in the printed word RFS1.4 Read with sufficient accuracy and fluency to support comprehension SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups SL1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media SL1.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings SL1.6 Produce complete sentences when appropriate to task and situation L.1.1 Demonstrate command of conventions of standard English grammar and usage when writing or speaking L.1.2 Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing</p>	
Language Objectives https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u5.pdf	
WIDA Can-Do Descriptors: https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-1.pdf	
Essential Questions/Critical Understandings: Unit Big Question: What's wild about weather? <ul style="list-style-type: none"> Why does weather matter? How does weather change? Weather has patterns and cycles 	Essential Skills: In English, SWBAT: <ul style="list-style-type: none"> Ask questions to get information Listen and make comments Relate to personal experience Engage in conversation and express ideas

<ul style="list-style-type: none"> • Weather changes during different seasons • What are the text features in non-fiction texts? • Know that nonfiction text will provide real information about a topic. • How to make inferences when reading • How to conduct an experiment • English grammar has patterns 	<ul style="list-style-type: none"> • Express likes and dislikes • Identify and compare statements, exclamations and commands • Develop independent reading skills • Use writing to communicate ideas • Use graphic organizers to assist with planning for writing • Spell high frequency words correctly • Cause and effect • Character's motive • Compare and Contrast • Making inferences • Research, read about topics and then teach others
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SIOP Features

Preparation <ul style="list-style-type: none"> <input type="checkbox"/> Adaptation of Content <input checked="" type="checkbox"/> Links to Background <input checked="" type="checkbox"/> Links to Past Learning <input checked="" type="checkbox"/> Strategies Incorporated 	Scaffolding <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Coprehensible input 	Grouping Options <ul style="list-style-type: none"> <input type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent
Integration of Processes <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening 	Application <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement 	Assessment <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

Learning/Instructional Strategies

Social/Emotional Learning:

- In our class meetings, students are encouraged to reflect on new vocabulary and topics of study and share their responses with the group. Peer partnerships are formed and supported through various activities. Discussion from previous days, especially pertaining to special and important family stories are followed up on in class. Students develop a small community within the larger school that is familiar and supportive.

ELA:

ELA writing units are 1) MP 1 – Narrative: Small Moments 2) MP 2 Opinion: Writing Reviews 3) MP 3 Information: Non-Fiction Chapter Books 4) MP 4 Narrative: From Scenes to Series
 ELA reading units are 1) MP 1 – Launching 2) MP 2 - Fiction 3) MP 3- Non-Fiction 4) MP 4 – Story Elements

Weather and Seasons Vocabulary:

Blows, storm, wind, feels, weather, fast, power, strong, outside, soft, calendar, rainy, year, cloudy, snowy, month, sunny, cold, hot, temperature, cool, warm

Big Question: What's wild about weather?

High-Frequency Words: above, again, away, change, seven, sometimes

Launch:

Introduce the Big question

Tap into prior knowledge

Build Background

Begin the Unit Concept Map

Preview new texts

Read Non-fiction

Build Comprehension (make predictions, confirm predictions, clarify, inferences, look at details, make connections, interpret visuals,)

Meet the Author

Big Book: *Storm is Coming!* by Heather Tekavec

Genre books: *I Face the Wind* – science nonfiction, cause and effect, character actions

Wind Eagle - legend

A Year for Kiko

Chasing Storms – cause and effect, make inferences, draw conclusions

Leveled Book Library:

Beginning: *Rex Loves the Rain*; *A Cloudy Day* (nonfiction)

Intermediate: *Rain, Rain Rivers* (fiction); *Weather Today* (nonfiction)

Advanced: *Sail Away* (fiction); *When a Storm Comes* (nonfiction)

Phonological Awareness:

What Is A Storm? Long o

The Wind and the Sun – compound words

Day Sky and Night Sky – Long i

Rainbows – blend sounds, VCCV syllable division

Weather Wise – words with ue, ui, ew, and long u

Daily Writing:

- Writing fluency
- Personal response
- Writer's Craft – ask and answer questions
- Retell steps
- Sentences about the wind
- Story
- Summary

Small Group Instruction:

- Relate to personal experiences
- Warm-up activities
- Writing explanations
- Providing step-by-step prompts
- Daily observation
- Repeated Practice
- Direct questioning and responses
- Sequence tasks from easy to difficult
- Sentence structure: Noun, action words
- Read the title and make predictions
- Purpose of author, illustrator
- Think aloud
- Active participation
- Centers
- Concept mapping
- Differentiated sentence starters
- Shared writing
- Group projects and cooperative learning
- Independent practice
- Think/pair/share
- Modeling
- Links to background
- Guided reading – building background knowledge, picture walks, decoding, phonics, comprehension, conversation regarding how the story relates to their lives, retell, summary

- Multi-media presentations
- Demonstrations
- Visual supports
- Draw a picture
- Graphic organizers
- Frontload vocabulary
- Building background
- Accessing/ Using prior knowledge
- Word parts – root words/suffix/prefix
- Comparing/contrasting words with the same morphemic element
- Provide students with multiple sources of information to learn words through repeated exposures.
- Pair-Share-Chart starts with structured partner-share about a familiar topic. After 2-3 minutes, students share their conversation with the whole class. As students share what they know/think they know about the topic, the teacher records their thoughts on chart paper. Using the information that is charted, the teacher introduces a new concept and helps students make connections between what they already know and the new topic. The charted info is saved and added to during the lesson or unit, and the teacher continues to help forge connections with new information.
- Word Generation
- Vocabulary games
- Reflect/revise
- Cultural differences in schooling/schools from native culture.
- Independent computer practice with Razz Kids, ESL Brain Pop, Flipgrid, Seesaw, iXL, Tumble Books
- Rhymes, songs and chants
- Total Physical Response (TPR)
- Targeting proficiency levels
- Sounding Out
- Picture dictionaries – how to use
- Word Wall
- Sandwich drill method
- Individual/ Small group/ whole class instruction
- Goal setting
- Meaningful real life connections
- Take Home Folder/Family Connection
- Mirror ELA with students using tapping procedures
- Integrate math concepts: number stories
- Integrate Science Unit: Patterns and Cycles in Earth Science

Scaffolding

Level 1 Entering

- **WIDA Can Do's:** <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-1.pdf>
- **Unit 1:** <https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u1.pdf>
- **Unit 2:** <https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u2.pdf>
- **Unit 3:** <https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u3.pdf>
- **Unit 4:** <https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u4.pdf>
- **Unit 5:** <https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u5.pdf>

Level 2 Beginning	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 3 Developing	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 4 Expanding	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 5 Bridging	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks

Formative:

- See NJSLS ESL Scaffolds for ELA First Grade and Model Curriculum. Assessment document for Unit 5 and scoring guidelines/rubrics
- ESL Portfolio to include:
 1. Writing samples
 2. Small Group Instruction running records
 3. Foundations assessments for each unit
 4. DRA reading level
 5. STAR

Review our First Grade ELA PACING GUIDE!

LINK TO NJ LITERACY ASSESSMENT:

<https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u5.pdf>

User name: Model

Password: Curriculum

Summative:

May/ June – by the end of MP 4 all students:

- DRA: Teachers use a professional day (coordinated by R. Specialist) to administer to every student. For scoring consistency, please co-score at least 3 students with reading staff.
- First Grade Sight Word List #4
- STAR Testing
- DSA End of Year Test

Reach Unit Tests:

Oral Language:

Explain- Part 1, Day 10 TE p. 104g

Express Ideas - Part 2, Day 10 TE p. 134g

Explain- Part 1, Day 5 TE p. 95c

Retell- Part 2, Day 5 TE p. 127c

Vocabulary:

Content vocabulary- Part 1 Key Words Test p. 151

Academic vocabulary- Part 2 Key Words Test p. 156

Compound words- Reading Unit Test p. 165

Reading:

Reading Comprehension

Strategy: Make Inferences- Reading Strategy Test p. 162

Text structure: Cause and Effect

Literary analysis: classify details -Reading Unit Test p. 165

Grammar:

Sentence types-Grammar Unit Test p. 176

Yes/ no questions

More ways to start a questions

Ask questions to get information

Writing Trait: Development of ideas

-portfolios and journal

DRA or Lexile: Marking Period Four pacing guide

End of	Beginning	Developing (Instructional Level)	Secure
MP 2 (January)	Below G	G/H DRA score = 12-14	Above H
MP 3 (April)	Below I	I DRA score = 16	Above I
MP 4 (May/June)	Below J	J DRA score = 18	Above J

Text/Resources:

- Reach, National Geographic, Cengage
- Fiction and Non-fiction Library
- Sing with Me Language Songs
- ELA program in effect (in 2020 it is Schoolwide)

- Foundations (in effect in 2020 – seek Elementary Supervisor for changes)
- STAR
- ACCESS: www.wida.us
- <http://www.state.nj.us/education/modelcurriculum/ela>
- NJDOE Bilingual site: <https://www.state.nj.us/education/bilingual/>
- Supporting English Learners in the Reading Workshop by Lindsey Moses (Heinemann)
- Growing Language and Literacy by Honigsfeld (Heinemann)
- Making Content Comprehensible – The SIOP Model, Echevarria, Vogt, Short (Pearson)
- Websites for teachers: <https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm>
- State policy: <https://www.state.nj.us/education/bilingual/policy/>
- <https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf>
- https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELSToolkit_508C.pdf

Interdisciplinary Connections

Language of Science <http://stem4els.wceruw.org/>

Academic vocabulary: calendar, rainy, cloudy, cold, hot, cool, warm, temperature, snowy, sunny, year

- **SEE THE ESL Curriculum Exemplar UNIT OVERVIEW Patterns of Change in the Night Sky Here is the science model unit on NJDOE Site:**

<https://www.state.nj.us/education/modelcurriculum/sci/1u1.pdf>

Space Systems: Patterns and Cycles (Earth Science) Standards:

- ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.
- ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.

Children's literature suggestions:

-Schoolwide Mentor Texts Day Light, Night Light

*Literacy by Design guided reading book "Stars in the Sky" Level E

*Literacy By Design "A Dictionary of Space" Level F

Language of Math <http://stem4els.wceruw.org/>

<https://www.nj.gov/education/modelcurriculum/math/1.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u1.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u2.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u3.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u4.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u5.pdf>

- Understand Number Stories
- Use words for addition and subtraction
- Demonstrate one-to-one correspondence

Language of Social Studies

- Vocabulary – nature, resources, landscape
- Reading and discussion to preview "Nature's Resources" and "From mountains to Oceans"

- <https://www.nj.gov/education/cccs/2020/SS/6.1%20by%202nd%20gr.pdf>

Exploratory Arts

- Illustrate main idea and sequence of a text using colored pencils, crayons and markers
- <https://www.nj.gov/education/cccs/2020/VPA/Media%20Arts%20GR2%20.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/General%20Music%20GR2%20.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Theatre%20GR2.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Visual%20Arts%20GR2.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Dance%20GR2%20.pdf>

Unit Modifications for Special Population Students	
Advanced Learners	https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf Gifted and Talented EL Guidance link.
Struggling Learners	https://www.state.nj.us/education/njtss/ Tiered Systems of Support link. Websites for teachers: https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm
English Language Learners	This entire unit is designed for ELs. See FABRIC/ESL Teacher Toolbox. https://www.state.nj.us/education/bilingual/ Provide parents with community resources for families. Invite parents to the Parent Advisory Council Meetings. Assist with getting families library cards at Heggan Library. Work with specialists in the building to monitor EL progress. Note special needs of ELs around holidays. Ensure teachers communicate to EL families/use translator services available. Ensure EL families understand how they can access their native language on our website.
Special Needs Learners	https://www.state.nj.us/education/njtss/ Tiered systems of supports
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills

Refer to the Mission/Vision in Unit One.

[Review the following standards for expectations by grade 2:](#)

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Indicators:

<https://www.state.nj.us/education/aps/cccs/career/curriculum.htm>

Reach tools NGReach.com

Razz Kids

BrainPop for ELs

SeeSaw

FlipGrid

Foundations

Tumble Books

iXL

Unit 6 Title: History and Maps**Unit Description:**

During this unit, the students will focus on all four domains of Reading, Writing, Listening and Speaking while exploring a variety of fiction and non-fiction texts from REACH Level B Unit 7- Then and Now and REACH Level B Unit 8- Get Out the Map! such as Songs, Short Narratives, Personal Narrative, Realistic Fiction, and Informational Texts related to Literature, Math, Science, Social Studies, Music and Art. The students will engage the text in multiple, meaningful ways according to their ELP levels and their actual areas of improvement needs based on their performance in ELA classes. The academic vocabulary and understandings that students use will be a review of the general grade-level social studies curriculum. Phonemic awareness will be practiced daily using Heggerty Phonemic Awareness.

The ESL teacher will consider students' English Language Proficiency (ELP) levels and plan activities according to the students' needs. This unit is aligned with ELA curriculum to mirror their objectives in reading and writing. Instruction will support the learning goals and state standards of the grade-level English Language Arts curriculum. Our program relies on and is strengthened by collaborative planning and relationships between ESL teachers and grade-level elementary teachers who work with ELLs.

Unit Duration: 25 Days**Desired Results**

Standard(s): **RL 1.1** Ask and answer questions about key details in a fiction text **RL 1.2** Retell stories, including key details **RL1.3 + RL1.7** Describe characters, settings, and major events in a story, using illustrations and key details. **RL1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses **RL1.9** Compare and contrast the adventures and experiences of characters in stories. **RI 1.1** Ask and answer questions about key details in a nonfiction text **RI 1.2 & RI 1.7** Identify the main topic and retell key details using illustrations and text **SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups **SL1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media **SL1.4** Describe people, places, things and events with relevant details, expressing ideas and feelings clearly **SL.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings **SL1.6** Produce complete sentences when appropriate to task and situation **L.1.1** Demonstrate command of conventions of standard English grammar and usage when writing or speaking **L.1.2** Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing **W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure **W1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas when needed **W1.7** Participate in shared research and writing projects **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

Language Objectives:

<https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u5.pdf>

WIDA Can-Do Descriptors: <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-1.pdf>

Essential Questions/Critical Understandings:

Unit Big Questions: What's the difference between then and now? Why do we need maps?

- Why does the world keep changing?
- Are new ways always better?
- Past and present
- Inventions and technology
- What can maps show us?
- How can maps help us?

Essential Skills: In English, SWBAT:

- Construct meaning, develop vocabulary and background knowledge
- Establish a purpose for reading
- Review all reading strategies
- Formulate and ask questions related to a text
- Identify and read grade level high frequency words
- Express opinions
- Express needs and wants

<ul style="list-style-type: none"> • How to use a map • Common signs and symbols • Saying something another way helps to learn language • Listen actively for important details • How to give and follow directions • Creating visuals helps learn language • How do I use past and future verb tenses • Comparing and contrasting • What is the difference between a need and a want? 	<ul style="list-style-type: none"> • Agree and disagree • Express feelings • Identify and use the past tense of verbs in speaking and writing • Identify and use prepositions • Use new vocabulary in written response • Revise and edit writing • Include more details in writing • Read and use pronouns • Seek clarification • Peer edit each other's writing pieces • Grammar: prepositional phrases • Prepositions tell where, show direction • Suffixes • Adverbs
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SIOF Features

Preparation	Scaffolding	Grouping Options
<input type="checkbox"/> Adaptation of Content <input checked="" type="checkbox"/> Links to Background <input checked="" type="checkbox"/> Links to Past Learning <input checked="" type="checkbox"/> Strategies Incorporated	<input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Copehensible input	<input type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent
Integration of Processes	Application	Assessment
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement	<input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

Learning/Instructional Strategies

Social/Emotional Learning:

- In our class meetings, students are encouraged to reflect on new vocabulary and topics of study and share their responses with the group. Peer partnerships are formed and supported through various activities. Discussion from previous days, especially pertaining to special and important family stories are followed up on in class. Students develop a small community within the larger school that is familiar and supportive.

ELA:

ELA writing units are 1) MP 1 – Narrative: Small Moments 2) MP 2 Opinion: Writing Reviews 3) MP 3 Information: Non-Fiction Chapter Books 4) MP 4 Narrative: From Scenes to Series

ELA reading units are 1) MP 1 – Launching 2) MP 2 - Fiction 3) MP 3- Non-Fiction 4) MP 4 – Story Elements

History and Maps Vocabulary:

Computer, message, now, internet, news, then, communicate, history, present, future, past, better, music, easier, old, new, record, build, invent, machine, modern, tool, key, meaning, symbol, map, picture, useful, between, distance, sign, corner, show, East, North, West, South, right, left, path, directions, follow, near, far, location

Basic vocabulary: camera, cell phone, computer, copier, DVD player, laptop computer, music player, speakers, television, video camera, Alexa, turntable, iPod

Big Questions: What's the difference between then and now? Why do we need maps?

High-Frequency Words: began, brother, enough, even, learn, second, country, earth, family, friend, paper, picture

Launch:

Introduce the Big question

Tap into prior knowledge

Build Background

Begin the Unit Concept Map

Preview new texts

Read Fiction and Non-fiction

Build Comprehension (make predictions, confirm predictions, clarify, inferences, look at details, make connections, interpret visuals,)

Describe character's feelings, main idea, details

Meet the Author

Read with fluency/intonation

Rhythm

Grammar: future tense with will, future tense with am/is/are going, find a rhyming pair

Big book: *Now and Ben* – biography Main idea, compare, make connections, details, cause/effect, compare/contrast, details, fact/opinion, make connections, meet the author/illustrator

Genre books: *Communication Then and Now*

My Space Adventures

A New Old Tune

Invention Poems

Larry Gets Lost In Seattle - story

If Maps Could Talk - informational

Haiku – poem – sensory language

Caperucita Roja – modern fairy tale – identify problem and solution

How to Make a Compass – how to article

Leveled library books:

Beginning: Santo and I (fiction); My Town Used to be Small (nonfiction); The Transportation Museum; New and Old; Smarty Sara, On a Map

Intermediate: When Everybody Wore a Hat (fiction); Our Town (nonfiction); What Did They Drive? (nonfiction); Where's That Done?; The Park

Advanced: Grandma's Attic (fiction); Bicycles (nonfiction); Driving Tin Lizzie (fiction); The Key to Maps

Phonemic Awareness:

Looking at Stars – r controlled

Help From the Sun and Stars – silent consonants kn, wr, gn, mb

Before and After the Car – controlled vowels or, ore

A Contest for Carmen – VCCV and VCCV syllable division

Are Maps Useful – suffixes ful, less, er, ly

Be Safe Hikers – prefixes un, re

Animal Puzzles – final syllable C + le

Food Travels – VCV syllable division

Modeled writing:

Blog entry

Journal Entry

Friendly Letter rubric on T200

Poems

Oral language project T172c Panel Discussion
Tell an Original Story

Small Group Instruction: See all activities in REACH B

- Take Home Folder/Family Connection
 - Mirror ELA with students using tapping procedures
 - Social studies connections: concepts of time, past and present
-
- IN JUNE ALL ESL TEACHERS ARE COMPLETING THE ESSA FORMS with the Regular Ed Teacher/Specialists TO DETERMINE POSSIBLE EXITS. The state ACCESS reports will be out in June so we have scores to better determine which students exit. ESL Teacher is doing screenings on incoming students throughout May and June and will be working in the Summer to screen incoming students using the WIDA Model. (This is a stipend Summer position.) Communication with parents, home school Principals, Transportation, Central Office, and School Counselor is key in a smooth transition for incoming students as well as exits to home schools.

Scaffolding

Level 1 Entering	<ul style="list-style-type: none">• WIDA Can Do's: https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-1.pdf• Unit 1: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u1.pdf• Unit 2: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u2.pdf• Unit 3: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u3.pdf• Unit 4: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u4.pdf• Unit 5: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u5.pdf
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Review our First Grade ELA PACING GUIDE!

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Summative:

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- DRA: Teachers use a professional day (coordinated by R. Specialist) to administer to every student. For scoring consistency, please co-score at least 3 students with reading staff.
- First Grade Sight Word List #4
- STAR Testing
- DSA End of Year Test

Reach Unit Tests:

Oral Language:

Express Opinions- Part 1, Day 10 TE p. 172g

Express Feelings- Part 2, Day 10 TE p. 200g

Retell- Part 1, Day 5 TE p. 163c

- Part 2, Day 5 TE p. 194c

Vocabulary:

Content vocabulary- Part 1 Key Words Test p. 185

Academic vocabulary- Part 2 Key Words Test p. 190

Alphabetize and use a dictionary- Reading Unit Test p. 198

Reading:

Reading Comprehension

Strategy: Visualize- Reading Strategy Test p. 195

Text structure: Main idea and details

Literary analysis: Describe characters' feelings -

Reading Unit Test p. 198

Grammar:

Past Tense Verbs

Irregular Past Tense Verbs

Future Tense Verbs -Grammar Unit Test p. 207

Writing Trait: Organization

-portfolios and journal

DRA or Lexile: Marking Period Four pacing guide

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- Websites for teachers: <https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm>
- State policy: <https://www.state.nj.us/education/bilingual/policy/>
- <https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf>
- https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELSToolkit_508C.pdf

Interdisciplinary Connections

Language of Science <http://stem4els.wceruw.org/>

- **SEE THE ESL Curriculum Exemplar UNIT OVERVIEW Patterns of Change in the Night Sky Here is the science model unit on NJDOE Site:**

<https://www.state.nj.us/education/modelcurriculum/sci/1u1.pdf>

Structure, Function, and Information Processing (Life Science) and K-2-ETS1 Engineering Design Standards:

- LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs
- LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
- K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Children's literature suggestions:

-Schoolwide Mentor Text Amazing Animals

Language of Math <http://stem4els.wceruw.org/>

<https://www.nj.gov/education/modelcurriculum/math/1.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u1.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u2.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u3.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u4.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/1u5.pdf>

- Understand Number Stories
- Use words for addition and subtraction
- Demonstrate one-to-one correspondence
- Timelines
- Graphing

Language of Social Studies – this entire unit is in this category

- Vocabulary – nature, resources, landscape
- Reading and discussion to preview “Nature’s Resources” and “From mountains to Oceans”
- <https://www.nj.gov/education/cccs/2020/SS/6.1%20by%202nd%20gr.pdf>

Exploratory Arts

- Illustrate main idea and sequence of a text using colored pencils, crayons and markers
- <https://www.nj.gov/education/cccs/2020/VPA/Media%20Arts%20GR2%20.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/General%20Music%20GR2%20.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Theatre%20GR2.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Visual%20Arts%20GR2.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Dance%20GR2%20.pdf>

Unit Modifications for Special Population Students

Advanced Learners	https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf Gifted and Talented EL Guidance link.
Struggling Learners	https://www.state.nj.us/education/njtss/ Tiered Systems of Support link. Websites for teachers: https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm
English Language Learners	This entire unit is designed for ELs. See FABRIC/ESL Teacher Toolbox. https://www.state.nj.us/education/bilingual/ Provide parents with community resources for families. Invite parents to the Parent Advisory Council Meetings. Assist with getting families library cards at Heggan Library. Work with specialists in the building to monitor EL progress. Note special needs of ELs around holidays. Ensure teachers communicate to EL families/use translator services available. Ensure EL families understand how they can access their native language on our website.
Special Needs Learners	https://www.state.nj.us/education/njtss/ Tiered systems of supports

Integration of 21st Century Skills

Refer to the Mission and Vision in Unit One.

[Review the following standards for expectations by grade 2:](https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf)

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Indicators:

Review benchmarks by second grade for each category:

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

<https://www.state.nj.us/education/aps/cccs/career/curriculum.htm>

Reach tools NGReach.com

Razz Kids

BrainPop for ELs

SeeSaw

FlipGrid

Foundations

Tumble Books

iXL