

## English Language Learner Curriculum 2018/19

### English Language Learner Curriculum

The Prospect Park English Language Learner Curriculum is designed to provide learning opportunities in the English language and the American culture for students in grades K-8 who are identified as English Language Learners. The curriculum is designed to meet the needs of all ELL students regardless of the English Language proficiency demonstrated by the learner upon entering the district. Title III of the No Child Left Behind requires that “children who are limited English proficient attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.”

Learning to speak, read and comprehend spoken and written English is imperative for newcomers to the American education. The ELL Program is created upon the need to ensure that all ELL students have access to high quality instruction. Students enrolled in the program will be tested annually with the ACCESS for ELLs to determine the level of English Language Proficiency. The district goal, as determined by the state, is for all ELL students to show growth of at least on proficiency level.

English Language Learner Curriculum 2018-19

Pacing Guide

Content Area: ELL

Grade Level: Kindergarten

Unit Title: School Environment

Six Weeks

Unit Title: Family and Home

Six Weeks

Unit Title: Animals and Animal Homes

Six Weeks

Unit Title: Body Parts and Clothing

Six Weeks

Unit Title: Food

Six Weeks

Unit Title: Action Verbs

Eight Weeks

**Content Area: ELL**

**Grade Level : Kindergarten**

**Unit Title: School Environment**

**Interdisciplinary Connections:**

**English Language Arts Connections:**

**Writing**

CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas:**

CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Math Connections:**

K.CC.A.1 Count to 100 by ones and by tens.

K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

- 21<sup>st</sup> Century Themes:** □ **Global Awareness**      **21<sup>st</sup> Century Skills:**
- **Learning and Innovation Skills** □ **Life and Career Skills**
    - **Creativity and Innovation**      ○ **Flexibility and Adaptability**
    - **Think critically**      ▪ **Adapt to Change**
    - **Work Creatively with Others**      ▪ **Be Flexible**
    - **Implement Innovations**      ○ **Initiative and Self-Direction**      ○ **Critical Thinking and Problem Solving**      ▪ **Manage Goals and Time**
    - **Reason Effectively**      ▪ **Work Independently**
    - **Use Systems Thinking**      ▪ **Be Self-directed Learners**
    - **Make Judgments and Decisions**      ○ **Social and Cross Cultural Skills**
    - **Solve Problems**      ▪ **Interact with others**
  - **Communication and Collaboration**      ▪ **Work Effectively in Diverse Teams**
    - **Communicate Clearly**      ○ **Productivity and Accountability**
    - **Collaborate with Others**      ▪ **Manage Projects**
  - **Information, Media and Technology Skills**      ▪ **Produce Results**      ○ **Information Literacy**      ○ **Leadership and Responsibility**
    - **Access and Evaluate Information**      ▪ **Guide and Lead Others**
    - **Use and Manage Information**      ▪ **Be Responsible to Others**
  - **ICT Literacy**
    - **Apply Technology Effectively**

**\*\*Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

Unit 1 Title: School Environment	Grade Level: Kindergarten	Time Frame: 6 weeks
<p><b>Standard:</b> WIDA ELD Standard 2: Language of Language Arts– ELLs communicate for information, ideas, and concepts necessary for academic success in the content area of Language Arts</p>		
<p><b>Enduring Understanding:</b></p> <p><input type="checkbox"/> Students will be able to understand language related to school, classroom objects, people, rules, and routines</p>	<p><b>Essential Questions:</b></p> <p><input type="checkbox"/> What do I need to know to help me communicate my needs?</p>	
<p><b>Cumulative Progress Indicators:</b> At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> <li>• Pictorial or graphic representation of the language of story genres</li> <li>• Words, phrases, or chunks of language when presented with directions</li> <li>• WH- questions or statements with visual support</li> <li>• General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs</li> <li>• Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> <li>• Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers</li> </ul>	<p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary related to the classroom and school</li> <li>• Find and name items in the classroom</li> <li>• Understand the purpose for each item</li> <li>• Produce simple constructions (e.g., commands, WHquestions, declaratives)</li> <li>• Respond to greetings/farewells</li> <li>• Colors and shapes</li> <li>• Numbers 1-100</li> <li>• Calendar- months, days of the week</li> <li>• Seasons- Fall, Winter, Spring, Summer</li> </ul>	

**Suggested Tasks and Activities:**

- Social/Instructional Language – TPR, music, chants, games
  - Literacy – phonics, phonemic awareness, concepts of print, TPR cards, high-frequency words, comprehension strategies □ Writing – drawing/writing response, independent writing
  - Art – color mixing with paints
- Assessments:**
- Oral participation in songs, chants, games
  - Classroom objects poster
  - Written assignments
  - Workbook pages

**Reading**

**Level 1**

- Find matching words or pictures
- Find labeled real-life classroom objects

**Level 2**

- Match labeled pictures to those in illustrated scenes

**Level 3**

- Use pictures to identify words
- Classify visuals according to labels or icons (e.g., animals v. plants)

**Level 4**

- Match pictures to phrases/ short sentences
- Classify labeled pictures by two attributes (e.g., size and color)

**Level 5**

- Find school-related vocabulary items
- String words together to make short sentences

**Writing**

**Level 1**

- Draw pictures and scribble
- Circle or underline pictures, symbols, and numbers

**Level 2**

- Reproduce letters, symbols, and numbers from models in context
- Draw objects from models and label with letters

**Level 3**

- Make connections between speech and writing
- Reproduce familiar words from labeled models or illustrations

**Level 4**

- Produce symbols and strings of letters associated with pictures
- Label familiar people and objects from models

**Level 5**

- Create content-based representations through pictures and words
- Produce words/phrases independently

**Tech Integration:**

SmartBoard, online picture dictionary, online language translator

**Resources:**

- Harcourt - Moving into English
- Class CD
- ConnectED Online
- Picture cards of school, classroom
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

Content Area: ELL

Grade Level : Kindergarten

**Unit Title: Family and Home****Interdisciplinary Connections:****English Language Arts Connections****Writing**

CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas:

CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.



21<sup>st</sup> Century Themes: □ Global Awareness

21<sup>st</sup> Century Skills:

□ Life and Career Skills

- Learning and Innovation Skills
  - Flexibility and Adaptability
    - Think critically
    - Work Creatively with Others
    - Implement Innovations
  - Creativity and Innovation
    - Be Flexible
    - Manage Goals and Time
    - Work Independently
  - Critical Thinking and Problem Solving
    - Reason Effectively
    - Use Systems Thinking
    - Make Judgments and Decisions
    - Solve Problems
  - Social and Cross Cultural Skills
    - Be Self-directed Learners
    - Interact with others
    - Work Effectively in Diverse Teams
  - Communication and Collaboration
    - Communicate Clearly
    - Collaborate with Others
  - Productivity and Accountability
    - Manage Projects
    - Produce Results
- Information, Media and Technology Skills
  - Leadership and Responsibility
    - Guide and Lead Others
    - Access and Evaluate Information
    - Use and Manage Information
  - Be Responsible to Others
  - ICT Literacy
    - Apply Technology Effectively

**\*\*Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

Unit 2 Title: Family and Home	Grade Level: Kindergarten	Time Frame: 6 weeks
<p><b>Standard:</b>                      WIDA ELD Standard 1: Social and Instructional Language – ELLs communicate for Social and Instructional purposes within the school setting <b>Standard 2- Language Arts-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts  <b>Standard 5- Social Studies-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>		
<p><b>Enduring Understanding:</b></p> <p>☐Students will be able to identify and describe family member, home and activities which take place in a home.</p>	<p><b>Essential Questions:</b></p> <p>☐What words can I use to describe my family, home, and things we do at home?</p>	
<p><b>Cumulative Progress Indicators:</b>                      At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> <li>• Pictorial or graphic representation of the language of story genres</li> <li>• Words, phrases, or chunks of language when presented with directions</li> <li>• WH- questions or statements with visual support</li> <li>• General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs</li> <li>• Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> <li>• Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers</li> </ul>	<p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary related to the home and my family</li> <li>• Name specific family members and items in the house</li> <li>• Describe their family member and relationships</li> <li>• Compare types of homes</li> <li>• Understand the purpose for each item in the house, where its located</li> <li>• Produce simple constructions (e.g., commands, WHquestions, declaratives)</li> <li>• Respond to specific questions about family members and home items</li> <li>• Sequence morning and/or evening routines</li> <li>• Subject pronouns, plural forms of nouns, possessive nouns, descriptive adjectives</li> </ul>	

**Suggested Tasks and Activities:****☐All About Me poster**

- Literacy- phonics, phonemic awareness, concepts of print, high frequency words, comprehension strategies
- Writing- personal response, shared writing, interactive writing, independent writing

**Assessments:**

- Oral participation in songs, chants, games
- Written assignments
- Workbook pages

**Demonstration of Learning**

**Listening**

**Level 1**

- Match oral language to classroom and everyday objects ☐
- Respond non-verbally to oral commands or statements (e.g., through physical ☐
- Find familiar people and places named orally ☐

**Level 2**

- Match pictures, objects, or movements to oral descriptions ☐
- Follow one-step oral directions (e.g., “stand up”; “sit down”) ☐
- Respond with gestures to songs, chants, or stories modeled by teachers ☐

**Level 3**

- Follow two-step oral directions, one step at a time ☐
- Draw pictures in response to oral instructions ☐
- Act out songs and stories using gestures ☐

**Level 4**

- Find pictures that match oral descriptions ☐
- Follow oral directions and compare with visual or nonverbal models (e.g., ☐  
under the line)

**Level 5**

- Identify pictures associated with grade-level academic concepts from oral ☐

**Speaking**

**Level 1**

- Repeat words, simple phrases
- Name classroom and everyday objects movement) ☐

**Level 2**

- Describe pictures, classroom objects or familiar people using simple phrases

- Answer questions with one or two words (e.g., “Where is Sonia?”)

**Level 3**

- Retell short narrative stories through pictures

- ☐ Repeat sentences from rhymes and patterned stories

**Level 4**

- Sing repetitive songs and chants independently

- Compare attributes of real objects (e.g., size, shape, color)

**Level 5**

- Explain situations (e.g., involving feelings)

- ☐ Express likes, dislikes, or preferences with reasons draw a circle

## **Reading**

### **Level 1**

- Find matching words or pictures
- Find labeled real-life classroom objects

### **Level 2**

- Match labeled pictures to those in illustrated scenes

### **Level 3**

- Use pictures to identify words
- Classify visuals according to labels or icons (e.g., animals v. plants)

### **Level 4**

- Match pictures to phrases/ short sentences
- Classify labeled pictures by two attributes (e.g., size and color)

### **Level 5**

- Find school-related vocabulary items
- String words together to make short sentences

## **Writing**

### **Level 1**

- Draw pictures and scribble
- Circle or underline pictures, symbols, and numbers

### **Level 2**

- Reproduce letters, symbols, and numbers from models in context
- Draw objects from models and label with letters

### **Level 3**

- Make connections between speech and writing
- Reproduce familiar words from labeled models or illustrations

### **Level 4**

- Produce symbols and strings of letters associated with pictures
- Label familiar people and objects from models

### **Level 5**

- Create content-based representations through pictures and words
- Produce words/phrases independently

## **Tech Integration:**

SmartBoard, online picture dictionary, online language translator

## **Resources:**

- Harcourt - Moving into English
- Supplemental materials
- Class CD
- ConnectED Online
- Picture cards of home rooms, furniture, and items, family members
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

**Content Area: ELL**

**Grade Level : Kindergarten**

**Unit Title:**

**Interdisciplinary Connections:**

**English Language Arts Connections**

**Writing**

CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas:

CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Science Connections:**

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.]

21<sup>st</sup> Century Themes: □ Global Awareness

21<sup>st</sup> Century Skills:

- Learning and Innovation Skills □ Life and Career Skills
  - Creativity and Innovation
  - Flexibility and Adaptability
  - Think critically
  - Adapt to Change
  - Work Creatively with Others
  - Be Flexible
  - Implement Innovations
  - Initiative and Self-Direction
  - Critical Thinking and Problem Solving
  - Manage Goals and Time
  - Reason Effectively
  - Work Independently
  - Use Systems Thinking
  - Be Self-directed Learners
  - Make Judgments and Decisions
  - Social and Cross Cultural Skills
  - Solve Problems
  - Interact with others
- Communication and Collaboration
  - Work Effectively in Diverse Teams
  - Communicate Clearly
  - Productivity and Accountability
  - Collaborate with Others
  - Manage Projects
- Information, Media and Technology Skills
  - Produce Results
  - Information Literacy
  - Leadership and Responsibility
  - Access and Evaluate Information
  - Guide and Lead Others
  - Use and Manage Information
  - Be Responsible to Others
- ICT Literacy
  - Apply Technology Effectively

**\*\*Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

Unit 3 Title: Animals and Animal Homes	Grade Level: Kindergarten	Time Frame: 6 weeks
<p><b>Standard:</b>                      WIDA ELD Standard 1: Social and Instructional Language – ELLs communicate for Social and Instructional purposes within the school setting <b>Standard 2- Language Arts-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts  <b>Standard 4- Science-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science  <b>Standard 5- Social Studies-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>		
<p><b>Enduring Understanding:</b></p> <p><input type="checkbox"/> Students will be able to understand animals have different characteristics and live in different environments.</p>	<p><b>Essential Questions:</b></p> <p><input type="checkbox"/> What characteristics distinguish animals from one another?</p>	
<p><b>Cumulative Progress Indicators:</b>                      At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> <li>• Pictorial or graphic representation of the language of story genres</li> <li>• Words, phrases, or chunks of language when presented with directions</li> <li>• WH- questions or statements with visual support</li> <li>• General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs</li> <li>• Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> <li>• Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers</li> </ul>	<p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Animal vocabulary</li> <li>• Animal sounds</li> <li>• Animal environments</li> <li>• Names of baby animals</li> <li>• Sort pictures of animals in various ways</li> <li>• Dramatize being an animal</li> <li>• Discuss animal characteristics</li> <li>• Discriminate animals by their sounds</li> <li>• Plural forms of nouns, possessive nouns, descriptive adjectives</li> </ul>	



**Suggested Tasks and Activities:**

- Social/Instructional language- games, songs, finger plays, riddles
- Literacy- phonics, phonemic awareness, concepts of print, high frequency words, comprehension strategies
- Writing- personal response, shared writing, interactive writing, independent writing □ Social Studies- compare animals, animal habitats, and their baby

**Assessments:**

- Oral participation in songs, chants, games
- Written assignments
- Workbook pages

**Reading****Level 1**

- Find matching words or pictures
- Find labeled real-life classroom objects

**Level 2**

- Match labeled pictures to those in illustrated scenes

**Level 3**

- Use pictures to identify words
- Classify visuals according to labels or icons (e.g., animals v. plants)

**Level 4**

- Match pictures to phrases/ short sentences
- Classify labeled pictures by two attributes (e.g., size and color)

**Level 5**

- Find school-related vocabulary items
- String words together to make short sentences

**Writing****Level 1**

- Draw pictures and scribble
- Circle or underline pictures, symbols, and numbers

**Level 2**

- Reproduce letters, symbols, and numbers from models in context
- Draw objects from models and label with letters

**Level 3**

- Make connections between speech and writing
- Reproduce familiar words from labeled models or illustrations

**Level 4**

- Produce symbols and strings of letters associated with pictures
- Label familiar people and objects from models

**Level 5**

- Create content-based representations through pictures and words
- Produce words/phrases independently

**Tech Integration:**

SmartBoard, online picture dictionary, online language translator

## English Language Learner Curriculum 2017-2018

### **Resources:**

- Harcourt - Moving into English
- Supplemental materials
- Class CD
- connectED Online
- Picture cards of home rooms, furniture, and items, family members
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

**Content Area: ELL**

**Grade Level : Kindergarten**

**Unit Title: Body Parts and Clothing**

**Interdisciplinary Connections:**

**English Language Arts Connections**

**Writing**

CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas:

CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

English Language Learner Curriculum 2017-2018

- 21<sup>st</sup> Century Themes:** □ Global Awareness      **21<sup>st</sup> Century Skills:**
- **Learning and Innovation Skills** □ **Life and Career Skills**
    - Creativity and Innovation
    - Flexibility and Adaptability
  - Think critically
  - Work Creatively with Others
  - Implement Innovations
  - Reason Effectively
  - Use Systems Thinking
  - Make Judgments and Decisions
  - Solve Problems
  - Adapt to Change
  - Be Flexible
  - Initiative and Self-Direction
  - Critical Thinking and Problem Solving
  - Work Independently
  - Be Self-directed Learners
  - Social and Cross Cultural Skills
  - Interact with others
  - Manage Goals and Time
- Communication and Collaboration
  - Communicate Clearly
  - Collaborate with Others
  - Productivity and Accountability
  - Manage Projects
  - Work Effectively in Diverse Teams
- **Information, Media and Technology Skills**
  - Produce Results
  - Information Literacy
  - Leadership and Responsibility
  - Access and Evaluate Information
  - Use and Manage Information
  - ICT Literacy
  - Apply Technology Effectively
  - Guide and Lead Others
  - Be Responsible to Others

**\*\*Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

Unit 4 Title: Body Parts and Clothing	Grade Level: Kindergarten	Time Frame: 6 weeks
<p><b>Standard:</b>                      WIDA ELD Standard 1: Social and Instructional Language – ELLs communicate for Social and Instructional purposes within the school setting <b>Standard 2- Language Arts-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts  <b>Standard 4- Science-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>		
<p><b>Enduring Understanding:</b></p> <p>☐ Students will be able to understand animals have different characteristics and live in different environments.</p>	<p><b>Essential Questions:</b></p> <p>☐ What characteristics distinguish animals from one another?</p>	
<p><b>Cumulative Progress Indicators:</b>                      At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> <li>• Pictorial or graphic representation of the language of story genres</li> <li>• Words, phrases, or chunks of language when presented with directions</li> <li>• WH- questions or statements with visual support</li> <li>• General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs</li> <li>• Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> <li>• Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers</li> </ul>	<p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Naming and labeling body parts: ear, eye, mouth, hand, feet, etc.</li> <li>• Naming types of clothing- shirt, dress, pants, shoes, sneakers, etc.</li> <li>• Using color to describe clothing ☐ “I am wearing _____ today.” ☐ “I have _____ eyes and _____ hair.</li> <li>• Five Senses</li> <li>• Numbers</li> <li>• Colors</li> <li>• Sight Words</li> <li>• Alphabet letters</li> </ul>	

--	--

**Suggested Tasks and Activities:**

- Social/Instructional language- games, songs, finger plays, riddles
- Literacy- phonics, phonemic awareness, concepts of print, high frequency words, comprehension strategies
- Writing- personal response, shared writing, interactive writing, independent writing **Assessments:**
- Oral participation in songs, chants, games
- Written assignments
- Workbook pages

**Demonstration of Learning**

**Listening**

**Level 1**

- Match oral language to classroom and everyday objects □ Repeat words, simple phrases
- Respond non-verbally to oral commands or statements (e.g., through physical □ Name classroom and everyday objects movement) **Level 2**
- Find familiar people and places named orally □ Describe pictures, classroom objects or familiar people using simple phrases

**Level 2**

- Match pictures, objects, or movements to oral descriptions □ Answer questions with one or two words (e.g., “Where is Sonia?”)
- Follow one-step oral directions (e.g., “stand up”; “sit down”) **Level 3**
- Respond with gestures to songs, chants, or stories modeled by teachers □ Retell short narrative stories through pictures

**Level 3**

- Follow two-step oral directions, one step at a time **Level 4**
- Draw pictures in response to oral instructions □ Sing repetitive songs and chants independently
- Act out songs and stories using gestures □ Compare attributes of real objects (e.g., size, shape, color)

**Level 4**

- Find pictures that match oral descriptions □ Explain situations (e.g., involving feelings)
- Follow oral directions and compare with visual or nonverbal models (e.g., □ Express likes, dislikes, or preferences with reasons draw a circle under the line)

**Level 5**

- Identify pictures associated with grade-level academic concepts from oral descriptions

**Reading**

**Level 1**

- Find matching words or pictures
- Find labeled real-life classroom objects

**Level 2**

- Match labeled pictures to those in illustrated scenes

**Level 3**

- Use pictures to identify words
- Classify visuals according to labels or icons (e.g., animals v. plants)

**Level 4**

- Match pictures to phrases/ short sentences
- Classify labeled pictures by two attributes (e.g., size and color)

**Level 5**

- Find school-related vocabulary items
- String words together to make short sentences

**Writing**

**Level 1**

- Draw pictures and scribble
- Circle or underline pictures, symbols, and numbers

**Level 2**

- Reproduce letters, symbols, and numbers from models in context
- Draw objects from models and label with letters

**Level 3**

- Make connections between speech and writing
- Reproduce familiar words from labeled models or illustrations

**Level 4**

- Produce symbols and strings of letters associated with pictures
- Label familiar people and objects from models

**Level 5**

- Create content-based representations through pictures and words
- Produce words/phrases independently

**Tech Integration:**

SmartBoard, online picture dictionary, online language translator

**Resources:**

- Harcourt - Moving into English
- Supplemental materials
- Class CD
- Spotlight Online
- Picture cards of clothing and body parts
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary



<b>Content Area: ELL</b>	<b>Grade Level : Kindergarten</b>
<b>Unit Title: Food</b>	
<p><b>Interdisciplinary Connections:</b></p> <p><b>English Language Arts Connections</b></p> <p><b>Writing</b></p> <p>CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>Speaking and Listening</b></p> <p>CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas:</p> <p>CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	

- |   |   |
|---|---|
| <p><b>21<sup>st</sup> Century Themes:</b> □ Global Awareness</p> <ul style="list-style-type: none"> <li>• <b><u>Learning and Innovation Skills</u></b> □             <ul style="list-style-type: none"> <li>▪ Think critically</li> <li>▪ Work Creatively with Others</li> <li>▪ Implement Innovations</li> <li>▪ Reason Effectively</li> <li>▪ Use Systems Thinking</li> <li>▪ Make Judgments and Decisions</li> <li>▪ Solve Problems</li> </ul> </li> <li>○ Communication and Collaboration             <ul style="list-style-type: none"> <li>▪ Communicate Clearly</li> <li>▪ Collaborate with Others</li> </ul> </li> <li>• <b><u>Information, Media and Technology Skills</u></b> <ul style="list-style-type: none"> <li>▪ Access and Evaluate Information</li> <li>▪ Use and Manage Information</li> </ul> </li> <li>○ ICT Literacy             <ul style="list-style-type: none"> <li>▪ Apply Technology Effectively</li> </ul> </li> </ul> | <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>○ Creativity and Innovation</li> <li>○ Flexibility and Adaptability</li> <li>▪ Adapt to Change</li> <li>▪ Be Flexible</li> <li>○ Initiative and Self-Direction</li> <li>○ Critical Thinking and Problem Solving</li> <li>▪ Work Independently</li> <li>▪ Be Self-directed Learners</li> <li>○ Social and Cross Cultural Skills</li> <li>▪ Interact with others</li> <li>▪ Work Effectively in Diverse Teams</li> <li>○ Productivity and Accountability</li> <li>▪ Manage Projects</li> <li>○ Information Literacy</li> <li>○ Leadership and Responsibility</li> <li>▪ Produce Results</li> <li>▪ Guide and Lead Others</li> <li>▪ Be Responsible to Others</li> <li>▪ Manage Goals and Time</li> </ul> |
|---|---|

**\*\*Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

<b>Unit 5 Title:</b> Food	<b>Grade Level:</b> Kindergarten	<b>Time Frame:</b> 6 weeks
<p><b>Standard:</b>  WIDA ELD Standard 1: Social and Instructional Language – ELLs communicate for Social and Instructional purposes within the school setting <b>Standard 2- Language Arts</b>- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts  <b>Standard 4- Science</b>- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>		
<p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>☐ Students will be able to understand and talk about food.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>☐What language do students need in order to demonstrate comprehension and engage in the topic of food?</li> </ul>	
<p><b>Cumulative Progress Indicators:</b>  At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> <li>• Pictorial or graphic representation of the language of story genres</li> <li>• Words, phrases, or chunks of language when presented with directions</li> <li>• WH- questions or statements with visual support</li> <li>• General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs</li> <li>• Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> <li>• Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers</li> </ul>	<p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Naming and labeling types of food</li> <li>• Name favorite food or lunch</li> <li>• Name the color of the fruit or vegetable</li> <li>• Classify fruits vs. vegetables</li> <li>• Healthy vs. unhealthy food</li> <li>• Supermarket vocabulary</li> <li>• Food relative to their culture</li> <li>• Nouns</li> <li>• Verbs</li> <li>• Adjective</li> <li>• Food pyramid</li> </ul>	

**Suggested Tasks and Activities:**

- Social/Instructional language- games, songs, finger plays, riddles
- Literacy- phonics, phonemic awareness, concepts of print, high frequency words, comprehension strategies
- Writing- personal response, shared writing, interactive writing, independent writing **Assessments:**
- Oral participation in songs, chants, games
- Written assignments
- Workbook pages

## Demonstration of Learning

### Listening

#### Level 1

- Match oral language to classroom and everyday objects □
- Respond non-verbally to oral commands or statements (e.g., through physical movement) □
- Find familiar people and places named orally □

#### Level 2

- Match pictures, objects, or movements to oral descriptions □
- Follow one-step oral directions (e.g., “stand up”; “sit down”) □
- Respond with gestures to songs, chants, or stories modeled by teachers □

#### Level 3

- Follow two-step oral directions, one step at a time □
- Draw pictures in response to oral instructions □
- Act out songs and stories using gestures □

#### Level 4

- Find pictures that match oral descriptions □
- Follow oral directions and compare with visual or nonverbal models (e.g., under the line)

#### Level 5

- Identify pictures associated with grade-level academic concepts from oral

### Speaking

#### Level 1

Repeat words, simple phrases

Name classroom and everyday objects movement) □

Level 2

Describe pictures, classroom objects or familiar people using simple phrases

Answer questions with one or two words (e.g., “Where is Sonia?”) □

#### Level 3

Retell short narrative stories through pictures

□ Repeat sentences from rhymes and patterned stories

#### Level 4

Sing repetitive songs and chants independently

Compare attributes of real objects (e.g., size, shape, color)

#### Level 5

Explain situations (e.g., involving feelings)

□ Express likes, dislikes, or preferences with reasons draw a circle

**Reading**

**Level 1**

- Find matching words or pictures
- Find labeled real-life classroom objects

**Level 2**

- Match labeled pictures to those in illustrated scenes

**Level 3**

- Use pictures to identify words
- Classify visuals according to labels or icons (e.g., animals v. plants)

**Level 4**

- Match pictures to phrases/ short sentences
- Classify labeled pictures by two attributes (e.g., size and color)

**Level 5**

- Find school-related vocabulary items
- String words together to make short sentences

**Writing**

**Level 1**

- Draw pictures and scribble
- Circle or underline pictures, symbols, and numbers

**Level 2**

- Reproduce letters, symbols, and numbers from models in context
- Draw objects from models and label with letters

**Level 3**

- Make connections between speech and writing
- Reproduce familiar words from labeled models or illustrations

**Level 4**

- Produce symbols and strings of letters associated with pictures
- Label familiar people and objects from models

**Level 5**

- Create content-based representations through pictures and words
- Produce words/phrases independently

**Tech Integration:**

SmartBoard, online picture dictionary, online language translator

**Resources:**

- Harcourt - Moving into English
- Supplemental materials
- Class CD
- connectED Online
- Picture cards of food
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

## Unit Title: Action Words

21<sup>st</sup> Century Themes: □ Global Awareness21<sup>st</sup> Century Skills:

- Learning and Innovation Skills □ Life and Career Skills
  - Creativity and Innovation
  - Flexibility and Adaptability
  - Think critically
  - Adapt to Change
  - Work Creatively with Others
  - Be Flexible
  - Implement Innovations
  - Initiative and Self-Direction
  - Critical Thinking and Problem Solving
  - Manage Goals and Time
  - Reason Effectively
  - Work Independently
  - Use Systems Thinking
  - Be Self-directed Learners
  - Make Judgments and Decisions
  - Social and Cross Cultural Skills
  - Solve Problems
  - Interact with others
- Communication and Collaboration
  - Work Effectively in Diverse Teams
  - Communicate Clearly
  - Productivity and Accountability
  - Collaborate with Others
  - Manage Projects
- Information, Media and Technology Skills
  - Produce Results
  - Information Literacy
  - Leadership and Responsibility
  - Access and Evaluate Information
  - Guide and Lead Others
  - Use and Manage Information
  - Be Responsible to Others
- ICT Literacy
  - Apply Technology Effectively

**\*\*Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

Unit 6 Title: Action Words	Grade Level: Kindergarten	Time Frame: 8 weeks
<p><b>Standard:</b>            WIDA ELD Standard 1: Social and Instructional Language – ELLs communicate for Social and Instructional purposes within the school setting <b>Standard 2- Language Arts</b>- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts  <b>Standard 4- Science</b>- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>		
<p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>☐ Students will be able to understand and use action words to describe what someone or something is doing.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>☐What language do students need in order to demonstrate comprehension and engage in the topic of action words?</li> </ul>	
<p><b>Cumulative Progress Indicators:</b>            At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> <li>• Pictorial or graphic representation of the language of story genres</li> <li>• Words, phrases, or chunks of language when presented with directions</li> <li>• WH- questions or statements with visual support</li> <li>• General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs</li> <li>• Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> <li>• Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers</li> </ul>	<p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify action verbs.</li> <li>• Using pictures to describe action.</li> <li>• Complete sentence patterns with action words.</li> <li>• Identifying verbs for school and home</li> <li>• Produce simple constructions (e.g., commands, WHquestions, declaratives)</li> </ul>	



**Suggested Tasks and Activities:**

- Social/Instructional language- games, songs, finger plays, riddles
- Literacy- phonics, phonemic awareness, concepts of print, high frequency words, comprehension strategies
- Writing- personal response, shared writing, interactive writing, independent writing **Assessments:**
- Oral participation in songs, chants, games
- Written assignments
- Workbook pages

## Demonstration of Learning

### Listening

#### Level 1

- Match oral language to classroom and everyday objects □ Repeat words, simple phrases
- Respond non-verbally to oral commands or statements (e.g., through physical □ Name classroom and everyday objects movement) **Level 2**
- Find familiar people and places named orally □ Describe pictures, classroom objects or familiar people using simple phrases

#### Level 2

- Match pictures, objects, or movements to oral descriptions □ Answer questions with one or two words (e.g., “Where is Sonia?”)
- Follow one-step oral directions (e.g., “stand up”; “sit down”) **Level 3**
- Respond with gestures to songs, chants, or stories modeled by teachers □ Retell short narrative stories through pictures

#### Level 3

- Follow two-step oral directions, one step at a time **Level 4**
- Draw pictures in response to oral instructions □ Sing repetitive songs and chants independently
- Act out songs and stories using gestures □ Compare attributes of real objects (e.g., size, shape, color)

#### Level 4

- Find pictures that match oral descriptions □ Explain situations (e.g., involving feelings)
- Follow oral directions and compare with visual or nonverbal models (e.g., □ Express likes, dislikes, or preferences with reasons draw a circle under the line)

#### Level 5

- Identify pictures associated with grade-level academic concepts from oral descriptions

**Reading**

**Level 1**

- Find matching words or pictures
- Find labeled real-life classroom objects

**Level 2**

- Match labeled pictures to those in illustrated scenes

**Level 3**

- Use pictures to identify words
- Classify visuals according to labels or icons (e.g., animals v. plants)

**Level 4**

- Match pictures to phrases/ short sentences
- Classify labeled pictures by two attributes (e.g., size and color)

**Level 5**

- Find school-related vocabulary items
- String words together to make short sentences

**Writing**

**Level 1**

- Draw pictures and scribble
- Circle or underline pictures, symbols, and numbers

**Level 2**

- Reproduce letters, symbols, and numbers from models in context
- Draw objects from models and label with letters

**Level 3**

- Make connections between speech and writing
- Reproduce familiar words from labeled models or illustrations

**Level 4**

- Produce symbols and strings of letters associated with pictures
- Label familiar people and objects from models

**Level 5**

- Create content-based representations through pictures and words
- Produce words/phrases independently

**Tech Integration:**

SmartBoard, online picture dictionary, online language translator

**Resources:**

- Harcourt - Moving into English
- Supplemental materials
- Class CD
- connectED Online
- Picture cards
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

Pacing Guide

Content Area: ELL

Grade Level: First and Second



Unit Title: School –Classroom Objects, Colors, Room Locations	Six Weeks
Unit Title: Home and Family	Six Weeks
Unit Title: All About me: Body Parts	Six Weeks
Unit Title: Healthy Habits	Eight Weeks
Unit Title: Seasons and Weather	Six Weeks
Unit Title: Animals	Six Weeks



English Language Learner Curriculum 2017-2018

Content Area: ELL	Grade Level : First- Second
<b>Unit Title:</b> School –Classroom Objects, Colors, Room Locations	
<b>Interdisciplinary Connections:</b> <b>English Language Arts Connections</b> <b>Writing</b> CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <b>Speaking and Listening</b> CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. <b>Presentation of Knowledge and Ideas:</b> CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	

<p><b>21<sup>st</sup> Century Themes:</b> □ Global Awareness</p> <p>□ <b><u>Learning and Innovation Skills</u></b></p> <p><b>Adaptability</b></p> <ul style="list-style-type: none"> <li>▪ Think critically</li> <li>▪ Work Creatively with Others</li> <li>▪ Implement Innovations</li> </ul> <p><b>and Time</b></p> <ul style="list-style-type: none"> <li>▪ Reason Effectively</li> </ul>	<p><b>21<sup>st</sup> Century Skills:</b></p> <p>□ <b><u>Life and Career Skills</u></b></p> <ul style="list-style-type: none"> <li>○ Creativity and Innovation</li> <li>○ Flexibility and Adaptability</li> <li>▪ Adapt to Change</li> <li>▪ Be Flexible</li> <li>○ Initiative and Self-Direction</li> <li>○ Critical Thinking and Problem Solving</li> <li>▪ Manage Goals</li> <li>▪ Work Independently</li> </ul>
<ul style="list-style-type: none"> <li>▪ Use Systems Thinking</li> <li>▪ Make Judgments and Decisions</li> <li>▪ Solve Problems</li> </ul> <p>○ Communication and Collaboration</p> <ul style="list-style-type: none"> <li>▪ Communicate Clearly</li> <li>▪ Collaborate with Others</li> </ul> <p>□ <b><u>Information, Media and Technology Skills</u></b></p> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>▪ Access and Evaluate Information</li> <li>▪ Use and Manage Information</li> <li>▪ Apply Technology Effectively</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be Self-directed Learners</li> <li>○ Social and Cross Cultural Skills</li> <li>▪ Interact with others</li> <li>▪ Work Effectively in Diverse Teams</li> <li>○ Productivity and Accountability</li> <li>▪ Manage Projects</li> <li>▪ Produce Results</li> <li>○ Information Literacy</li> <li>○ Leadership and</li> <li>▪ Guide and Lead Others</li> <li>▪ Be Responsible to Others</li> <li>○ ICT Literacy</li> </ul>

**\*\*Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

<b>Unit 1 Title:</b> School –Classroom Objects, Colors, Room Locations	<b>Grade Level:</b> First and Second	<b>Time Frame:</b> 6 weeks
<b>Standard:</b> WIDA ELD Standard 1: Social and Instructional Language – ELLs communicate for Social and Instructional purposes within the school setting		
<p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>☐ Students will be able to understand language related to classroom objects and colors.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>☐What are the English names for items and colors used in the classroom on a regular basis?</li> </ul>	
<p><b>Cumulative Progress Indicators:</b></p> <p>At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> <li>• Pictorial or graphic representation of the language of story genres</li> <li>• Words, phrases, or chunks of language when presented with directions</li> <li>• WH- questions or statements with visual support</li> <li>• General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs</li> <li>• Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> <li>• Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers</li> </ul>	<p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary related to the classroom and school</li> <li>• Identify and write names of items in the classroom</li> <li>• Understand the purpose for each item</li> <li>• Locate and navigate locations in the school</li> </ul>	

**Suggested Tasks and Activities:**

- Social/Instructional Language – TPR, music, games
- Literacy – phonics, phonemic awareness, concepts of print, TPR cards, high-frequency words, comprehension strategies □ Writing-  
personal response, shared writing, independent writing
- Math – patterns, number sense, sorting, graphing favorite colors
- Social Studies – school and locations
- Art – color mixing with paints **Assessments:**
- Unit test
- Student participation
- Ongoing observation

□ Workbook pages



**Demonstration of Learning**

**Listening**

**Level 1**

- Follow modeled, one-step oral directions (e.g., “Find a pencil.”) ☐
- Point to real-life objects reflective of content-related vocabulary or oral ☐
- Mimic gestures or movement associated with statements (e.g., “This is my left hand.”)

**Level 2**

- Carry out two- to three step oral commands (e.g., “Take out your science nature ☐
- Locate objects described orally ☐ Express feelings (e.g., “I’m happy because...”)

**Level 3**

- Follow modeled multi-step oral directions ☐
- Classify objects according to descriptive oral statements ☐

**Level 4**

- Locate objects, figures, places based on visuals and detailed oral descriptions

**Level 5**

- Apply ideas from oral discussions to new situations ☐

**Speaking**

**Level 1**

- Repeat simple words, phrases, and memorized chunks of language
- Identify and name everyday objects statements **Level 2**
- ☐ Repeat facts or statements
- ☐ Describe what people do from action pictures (e.g., jobs of community workers)

**Level 3**

- Ask questions of a social nature ☐

**Level 4**

- Ask questions for social and academic purposes
- Participate in class discussions on familiar social and academic topics

**Level 5**

- ☐ Use academic vocabulary in class discussions

- Express and support ideas with examples

**Reading****Level 1**

- Identify symbols, icons, and environmental print □ Copy written language
- Match real-life familiar objects to labels □ Communicate through drawings

**Level 2**

- Identify and interpret pre-taught labeled diagrams **Level 2**
- Match voice to print by pointing to icons, letters, or illustrated words □

**Level 3**

- Make text-to-self connections with prompting and models
- Match phrases and sentences to pictures **Level 3**

**Writing****Level 1**

- Label familiar objects or pictures
- Complete modeled sentence starters (e.g., "I like \_\_\_\_.")
- Describe people, places, or objects from illustrated examples

**Level 4**

- Put words in order to form sentences
- Follow sentence-level directions

**Level 5**

- Begin using features of non-fiction text to aid comprehension □ Identify main ideas

- Engage in prewriting strategies (e.g., use of graphic organizers)
- Give content-based information using visuals or graphics

**Level 4**

- Produce original sentences
- Use classroom resources (e.g., picture dictionaries to compose sentences)
- Compose journal entries about personal experiences

**Level 5**

- Create a related series of sentences in response to prompts
- Produce content-related sentences

**Tech Integration:**

SmartBoard, online picture dictionary, online language translator

**Resources:**

- Harcourt - Moving into English
- Supplemental materials
- Class CD
- connectED Online
- Picture cards
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

Content Area: ELL	Grade Level : First- Second
<p><b>Unit Title: Home and Family</b></p>	
<p><b>Interdisciplinary Connections:</b>  <b>English Language Arts Connections</b>  <b>Writing</b>            CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.            CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.            CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.            CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.            CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.            CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.            CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.            CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.            CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.            CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  <b>Speaking and Listening</b>            CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.            CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.            CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas:            CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.            CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.            CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	

<p><b>21<sup>st</sup> Century Themes:</b> □ Global Awareness</p> <p>□ <b><u>Learning and Innovation Skills</u></b></p> <p><b>Adaptability</b></p> <ul style="list-style-type: none"> <li>▪ Think critically</li> <li>▪ Work Creatively with Others</li> <li>▪ Implement Innovations</li> </ul> <p><b>and Time</b></p> <ul style="list-style-type: none"> <li>▪ Reason Effectively</li> <li>▪ Use Systems Thinking</li> <li>▪ Make Judgments and Decisions</li> </ul>	<p><b>21<sup>st</sup> Century Skills:</b></p> <p>□ <b><u>Life and Career Skills</u></b></p> <ul style="list-style-type: none"> <li>○ Creativity and Innovation</li> <li>○ Flexibility and Adaptability</li> <li>▪ Adapt to Change</li> <li>▪ Be Flexible</li> <li>○ Initiative and Self-Direction</li> <li>○ Critical Thinking and Problem Solving</li> <li>▪ Manage Goals</li> <li>▪ Work Independently</li> <li>▪ Be Self-directed Learners</li> <li>○ Social and Cross Cultural Skills</li> </ul>
<ul style="list-style-type: none"> <li>▪ Solve Problems</li> <li>○ Communication and Collaboration</li> <li>▪ Communicate Clearly</li> <li>▪ Collaborate with Others</li> </ul> <p>□ <b><u>Information, Media and Technology Skills</u></b></p> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>▪ Access and Evaluate Information</li> <li>▪ Use and Manage Information</li> <li>▪ Apply Technology Effectively</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interact with others</li> <li>▪ Work Effectively in Diverse Teams</li> <li>○ Productivity and Accountability</li> <li>▪ Manage Projects</li> <li>▪ Produce Results</li> <li>○ Information Literacy</li> <li>○ Leadership and Responsibility</li> <li>▪ Guide and Lead Others</li> <li>▪ Be Responsible to Others</li> <li>○ ICT Literacy</li> </ul>
<p><b>**Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.</b></p>	

Unit 2 Title: Home and Family	Grade Level: First and Second	Time Frame: 6 weeks
<b>Standard:</b> WIDA ELD Standard 1: Social and Instructional Language – ELLs communicate for Social and Instructional purposes within the school setting		
<p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>☐ Students will be able to identify and describe family member, the home, and home activities</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>☐ What words can I use to describe my family, my home, and things we do at home?</li> </ul>	
<p><b>Cumulative Progress Indicators:</b></p> <p>At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> <li>• Pictorial or graphic representation of the language of story genres</li> <li>• Words, phrases, or chunks of language when presented with directions</li> <li>• WH- questions or statements with visual support</li> <li>• General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs</li> <li>• Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> <li>• Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers</li> </ul>	<p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary for family members, exterior/interior parts of a home, household objects/furniture, home activities</li> <li>• Subject pronouns</li> <li>• Plural form of nouns</li> <li>• Possessive nouns</li> <li>• Descriptive adjectives</li> <li>• Identify members of a family</li> <li>• Describe their family members and relationships</li> <li>• Describe their home</li> <li>• Compare types of homes</li> <li>• Sequence morning and/or evening routines</li> <li>• Role play a family engage in an activity at home</li> </ul>	

**Suggested Tasks and Activities:**

- Social/Instructional Language – TPR, music, games
- Literacy – phonics, phonemic awareness, concepts of print, TPR cards, high-frequency words, comprehension strategies □ Writing – personal response, shared writing, independent writing
- Social Studies – compare/contrast different types of home
- Dramatic Play – role play different family situations

**Assessments:**

- Unit test
- Oral participation in songs, chants, games

- Draw and label a family tree using pictures/words/sentences
- Written assignments
- Workbook pages

**Demonstration of Learning**

**Listening**

**Level 1**

- Follow modeled, one-step oral directions (e.g., “Find a pencil.”) ☐
- Point to real-life objects reflective of content-related vocabulary or oral ☐
- Mimic gestures or movement associated with statements (e.g., “This is my left hand.”)

**Level 2**

- Carry out two- to three step oral commands (e.g., “Take out your science nature ☐
- Locate objects described orally ☐ Express feelings (e.g., “I’m happy because...”)

**Level 3**

- Follow modeled multi-step oral directions ☐
- Classify objects according to descriptive oral statements ☐

**Level 4**

- Locate objects, figures, places based on visuals and detailed oral descriptions

**Level 5**

- Apply ideas from oral discussions to new situations ☐

**Speaking**

**Level 1**

Repeat simple words, phrases, and memorized chunks of language

Identify and name everyday objects statements **Level 2**

☐ Repeat facts or statements

☐ Describe what people do from action pictures (e.g., jobs of community workers)

**Level 3**

Ask questions of a social nature ☐ Ask questions of a social nature

**Level 4**

Participate in class discussions on familiar social and academic topics

**Level 5**

☐ Use academic vocabulary in class discussions

Express and support ideas with examples

**Reading****Level 1**

- Identify symbols, icons, and environmental print □ Copy written language
- Match real-life familiar objects to labels □ Communicate through drawings

**Level 2**

- Identify and interpret pre-taught labeled diagrams **Level 2**
- Match voice to print by pointing to icons, letters, or illustrated words □

**Level 3**

- Make text-to-self connections with prompting and models

**Writing****Level 1**

- Label familiar objects or pictures

- Complete modeled sentence starters (e.g., "I like \_\_\_\_.")

- Describe people, places, or objects from illustrated examples

- Match phrases and sentences to pictures

**Level 4**

- Put words in order to form sentences
- Follow sentence-level directions

**Level 5**

- Begin using features of non-fiction text to aid comprehension □ Identify main ideas

**Level 3**

- Engage in prewriting strategies (e.g., use of graphic organizers)
- Give content-based information using visuals or graphics

**Level 4**

- Produce original sentences
- Use classroom resources (e.g., picture dictionaries to compose sentences)
- Compose journal entries about personal experiences

**Level 5**

- Create a related series of sentences in response to prompts
- Produce content-related sentences

**Tech Integration:**

SmartBoard, online picture dictionary, online language translator

**Resources:**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Harcourt - Moving into English</li> <li>• Supplemental materials</li> <li>• Class CD</li> <li>• connectED Online</li> <li>• Picture cards</li> </ul> | <ul style="list-style-type: none"> <li>• Manipulatives</li> <li>• Graphic organizers</li> <li>• Notebooks</li> <li>• Index cards</li> <li>• Computer</li> <li>• Bilingual and/or English Dictionary</li> </ul> |
|---|--|



Content Area: ELL	Grade Level : First- Second
<p><b>Unit Title: All About Me/Body Parts</b></p>	
<p><b>Interdisciplinary Connections:</b></p> <p><b>English Language Arts Connections</b></p> <p><b>Writing</b></p> <p>CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>Speaking and Listening</b></p> <p>CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas:</p> <p>CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	

**21<sup>st</sup> Century Themes:** □ Global Awareness

**21<sup>st</sup> Century Skills:**

□ **Learning and Innovation Skills** □  
**Adaptability**

**Life and Career Skills** ○ Creativity and Innovation ○ Flexibility and

- Think critically
- Work Creatively with Others
- Implement Innovations
- Reason Effectively
- Use Systems Thinking
- Adapt to Change
- Be Flexible
- Initiative and Self-Direction
- Critical Thinking and Problem Solving
- Manage Goals
- Work Independently
- Be Self-directed Learners

▪ Make Judgments and Decisions

○ Social and Cross Cultural Skills

▪ Solve Problems

▪ Interact with others

○ Communication and Collaboration

▪ Work Effectively in Diverse Teams

▪ Communicate Clearly

○ Productivity and Accountability

▪ Collaborate with Others

▪ Manage Projects

□ **Information, Media and Technology Skills**

▪ Produce Results ○ Information Literacy ○ Leadership and

**Responsibility**

- Access and Evaluate Information
- Use and Manage Information
- Apply Technology Effectively
- Guide and Lead Others
- Be Responsible to Others
- ICT Literacy

**\*\*Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

<b>Unit 3 Title:</b> All About Me/Body Parts	<b>Grade Level:</b> First and Second	<b>Time Frame:</b> 6 weeks
<b>Standard:</b> WIDA ELD Standard 1: Social and Instructional Language – ELLs communicate for Social and Instructional purposes within the school setting WIDA ELD Standard 4: The Language of Science– ELLs communicate for information, ideas, and concepts necessary for academic success in the content area of Science		
<b>Enduring Understanding:</b> <ul style="list-style-type: none"><li>• Students will match pictures of body parts with words in oral or written form</li><li>• Students will name things they can see, hear, smell, touch, and taste</li><li>• Students will identify emotions in oral and/or written form using picture prompts</li></ul> Students will write a story through words or pictures of an activity they enjoy	<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What are the names for the parts of my body?</li><li>• Which parts of my body help me to learn about the world around me?</li><li>• What are the words in English that tell how myself and others are feeling?</li><li>• What do I like to do? What do I not like to do??</li></ul>	

**Cumulative Progress Indicators:**

At the given level of English language proficiency, ELLs will process, understand, produce or use:

- Pictorial or graphic representation of the language of story genres
- Words, phrases, or chunks of language when presented with directions
- WH- questions or statements with visual support
- General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs
- Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
- Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers

**Knowledge and Skills:**

- Vocabulary for family members, exterior/interior parts of a home, household objects/furniture, home activities
- Subject pronouns
- Plural form of nouns
- Possessive nouns
- Descriptive adjectives
- Identify members of a family
- Describe their family members and relationships
- Describe their home
- Compare types of homes
- Sequence morning and/or evening routines
- Role play a family engage in an activity at home

**Suggested Tasks and Activities:**

- Social/Instructional Language – TPR, music, games
- Literacy – phonics, phonemic awareness, concepts of print, TPR cards, high-frequency words, comprehension strategies □ Writing – personal response, shared writing, independent writing
- Math – count body parts
- Science – explore with senses

**Assessments:**

- Unit test
- Oral participation in songs, chants, games
- Draw and label a family tree using pictures/words/sentences
- Written assignments
- Workbook pages

## Demonstration of Learning

### Listening

#### Level 1

- Follow modeled, one-step oral directions (e.g., "Find a pencil.") □
- Point to real-life objects reflective of content-related vocabulary or oral □
- Mimic gestures or movement associated with statements (e.g., "This is my left hand.")

#### Level 2

- Carry out two- to three step oral commands (e.g., "Take out your science nature")
- Locate objects described orally □ Express feelings (e.g., "I'm happy because...")

#### Level 3

- Follow modeled multi-step oral directions □ Ask questions for social and academic purposes
- Classify objects according to descriptive oral statements □

#### Level 4

- Locate objects, figures, places based on visuals and detailed oral descriptions

#### Level 5

- Apply ideas from oral discussions to new situations □

### Speaking

#### Level 1

Repeat simple words, phrases, and memorized chunks of language

Identify and name everyday objects statements Level 2

□ Repeat facts or statements

□ Describe what people do from action pictures (e.g., jobs of community workers)

Level 3 book. Now turn to page 25.") □

Ask questions of a social

#### Level 4

Participate in class discussions on familiar social and academic topics

#### Level 5

□ Use academic vocabulary in class discussions

Express and support ideas with examples

**Reading**

**Level 1**

- Identify symbols, icons, and environmental print
- Match real-life familiar objects to labels

**Level 2**

- Identify and interpret pre-taught labeled diagrams
- Match voice to print by pointing to icons, letters, or illustrated words

**Level 3**

- Make text-to-self connections with prompting
- Match phrases and sentences to pictures

**Level 4**

- Put words in order to form sentences
- Follow sentence-level directions

**Level 5**

- Begin using features of non-fiction text to aid comprehension □ Identify main ideas

**Writing**

**Level 1**

- Copy written language
- Communicate through drawings
- Label familiar objects or pictures

**Level 2**

- Complete modeled sentence starters (e.g., "I like \_\_\_\_.")
- Describe people, places, or objects from illustrated examples and models **Level 3**
- Engage in prewriting strategies (e.g., use of graphic organizers)
- Give content-based information using visuals or graphics

**Level 4**

- Produce original sentences
- Use classroom resources (e.g., picture dictionaries to compose sentences)
- Compose journal entries about personal experiences

**Level 5**

- Create a related series of sentences in response to prompts
- Produce content-related sentences

**Tech Integration:**

SmartBoard, online picture dictionary, online language translator

**Resources:**

- Harcourt - Moving into English
- Supplemental materials
- Class CD
- connectED Online
- Picture cards
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

**Content Area: ELL**

**Grade Level : First- Second**

**Unit Title: Healthy Habits**

**Interdisciplinary Connections:**

**English Language Arts Connections**

**Writing**

CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas:

CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Health and Physical Education Connections**

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.



**21<sup>st</sup> Century Themes:**

- Global Awareness
- Health Literacy

**21<sup>st</sup> Century Skills:**

☐ Life and Career Skills

- Learning and Innovation Skills ○ Flexibility and Adaptability ○ Creativity and Innovation      ▪ Adapt to Change

- Think critically      ▪ Be Flexible
- Work Creatively with Others      ○ Initiative and Self-Direction
- Implement Innovations      ▪ Manage Goals and Time

- Critical Thinking and Problem Solving      ▪ Work Independently
- Reason Effectively      ▪ Be Self-directed Learners
- Use Systems Thinking      ○ Social and Cross Cultural Skills
- Make Judgments and Decisions      ▪ Interact with others
- Solve Problems      ▪ Work Effectively in Diverse Teams

- Communication and Collaboration      ○ Productivity and Accountability
- Communicate Clearly      ▪ Manage Projects
- Collaborate with Others      ▪ Produce Results

☐ Information, Media and Technology Skills

○ Leadership and Responsibility

○ Information Literacy

- Guide and Lead Others

- Access and Evaluate Information      ▪ Be Responsible to Others
- Use and Manage Information ○ ICT Literacy
- Apply Technology Effectively

**\*\*Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

Unit 4 Title: Healthy Habits	Grade Level: First and Second	Time Frame: 8 weeks
<p><b>Standard:</b>  WIDA ELD Standard 1: Social and Instructional Language – ELLs communicate for Social and Instructional purposes within the school setting  WIDA ELD Standard 4: The Language of Science– ELLs communicate for information, ideas, and concepts necessary for academic success in the content area of Science</p>		
<p><b>Enduring Understanding:</b></p> <p><input type="checkbox"/> Students will be able to understand language related to food and what are considered healthy habits</p>	<p><b>Essential Questions:</b></p> <p><input type="checkbox"/> Which healthy habits will help me to make better food decisions in my home and in the outside world?</p>	
<p><b>Cumulative Progress Indicators:</b>  At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> <li>• Pictorial or graphic representation of the language of story genres</li> <li>• Words, phrases, or chunks of language when presented with directions</li> <li>• WH- questions or statements with visual support</li> <li>• General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs</li> <li>• Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> <li>• Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers</li> </ul>	<p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary related to food and healthy habits</li> <li>• Match names of foods to pictures</li> <li>• Name places to buy foods</li> <li>• Name foods eaten at breakfast, lunch, dinner</li> <li>• How to follow/write a recipe</li> <li>• How to sequence a recipe</li> <li>• Sort vegetables and fruits</li> </ul>	

**Suggested Tasks and Activities:**

- Social/Instructional Language – TPR, music, chants, games
- Literacy – phonics, phonemic awareness, concepts of print, TPR cards, high-frequency words, comprehension strategies □ Writing – personal response, shared writing, independent writing
- Math – count money; survey and graph students' favorite foods
- Science – states of matter

**Assessments:**

- Unit test
- Oral participation in songs, chants, games
- Draw and label a family tree using pictures/words/sentences
- Written assignments
- Workbook pages

## Demonstration of Learning

### Listening

#### Level 1

- Follow modeled, one-step oral directions (e.g., "Find a pencil.") ☐
- Point to real-life objects reflective of content-related vocabulary or oral ☐
- Mimic gestures or movement associated with statements (e.g., "This is my left hand.")

#### Level 2

- Carry out two- to three step oral commands (e.g., "Take out your science nature")
- Locate objects described orally ☐ Express feelings (e.g., "I'm happy because...")

#### Level 3

- Follow modeled multi-step oral directions ☐ Ask questions for social and academic purposes
- Classify objects according to descriptive oral statements ☐

#### Level 4

- Locate objects, figures, places based on visuals and detailed oral descriptions

#### Level 5

- Apply ideas from oral discussions to new situations ☐

### Speaking

#### Level 1

Repeat simple words, phrases, and memorized chunks of language

Identify and name everyday objects statements Level 2

☐ Repeat facts or statements

☐ Describe what people do from action pictures (e.g., jobs of community workers)

Level 3 book. Now turn to page 25.") ☐

Ask questions of a social

#### Level 4

Participate in class discussions on familiar social and academic topics

#### Level 5

☐ Use academic vocabulary in class discussions

Express and support ideas with examples

**Reading**

**Level 1**

- Identify symbols, icons, and environmental print
- Match real-life familiar objects to labels

**Level 2**

- Identify and interpret pre-taught labeled diagrams
- Match voice to print by pointing to icons, letters, or illustrated words

**Level 3**

- Make text-to-self connections with prompting
- Match phrases and sentences to pictures

**Level 4**

- Put words in order to form sentences
- Follow sentence-level directions

**Level 5**

- Begin using features of non-fiction text to aid comprehension □ Identify main ideas

**Writing**

**Level 1**

- Copy written language
- Communicate through drawings
- Label familiar objects or pictures

**Level 2**

- Complete modeled sentence starters (e.g., "I like \_\_\_\_.")
- Describe people, places, or objects from illustrated examples and models **Level 3**
- Engage in prewriting strategies (e.g., use of graphic organizers)
- Give content-based information using visuals or graphics

**Level 4**

- Produce original sentences
- Use classroom resources (e.g., picture dictionaries to compose sentences)
- Compose journal entries about personal experiences

**Level 5**

- Create a related series of sentences in response to prompts
- Produce content-related sentences

**Tech Integration:**

SmartBoard, online picture dictionary, online language translator

**Resources:**

- Harcourt - Moving into English
- Supplemental materials
- Class CD
- connectED Online
- Picture cards
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

**Unit Title: Seasons and Weather****Interdisciplinary Connections:****English Language Arts Connections:****Writing**

CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas:

CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Science Connection:**

- 1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year

- 21<sup>st</sup> Century Themes:** □ Global Awareness      **21<sup>st</sup> Century Skills:**
- **Learning and Innovation Skills** □ **Life and Career Skills**
    - **Adaptability**
      - Think critically
      - Work Creatively with Others
      - Implement Innovations
      - Reason Effectively
      - Use Systems Thinking
      - Make Judgments and Decisions
      - Solve Problems
    - **Communication and Collaboration**
      - Communicate Clearly
      - Collaborate with Others
    - **Productivity and Accountability**
      - Manage Projects
  - **Information, Media and Technology Skills**
    - **Responsible Use of Technology**
      - Access and Evaluate Information
      - Use and Manage Information
      - Apply Technology Effectively
    - **Information Literacy**
      - Be Responsible to Others
    - **Leadership and Responsibility**
      - Guide and Lead Others
      - Be Responsible to Others
- **Creativity and Innovation**
  - Adapt to Change
  - Be Flexible
- **Flexibility and Adaptability**
  - Manage Goals and Time
  - Work Independently
  - Be Self-directed Learners
  - **Social and Cross Cultural Skills**
    - Interact with others
- **Work Effectively in Diverse Teams**

**\*\*Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

<b>Unit 5 Title: Seasons and Weather</b>	<b>Grade Level:</b> First and Second	<b>Time Frame:</b> 6 weeks
<p><b>Standard:</b>  WIDA ELD Standard 1: Social and Instructional Language – ELLs communicate for Social and Instructional purposes within the school setting  WIDA ELD Standard 4: The Language of Science– ELLs communicate for information, ideas, and concepts necessary for academic success in the content area of Science</p>		
<p><b>Enduring Understanding:</b></p> <p><input type="checkbox"/> Students will be able to identify and describe the four seasons and various weather conditions</p>	<p><b>Essential Questions:</b></p> <p><input type="checkbox"/> How can I describe the weather changes that I notice every day?</p>	
<p><b>Cumulative Progress Indicators:</b>  At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> <li>• Pictorial or graphic representation of the language of story genres</li> <li>• Words, phrases, or chunks of language when presented with directions</li> <li>• WH- questions or statements with visual support</li> <li>• General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs</li> <li>• Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> <li>• Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers</li> </ul>	<p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary related to weather</li> <li>• Name and describe the four seasons</li> <li>• Describe various weather conditions</li> <li>• Match weather and season words to pictures</li> <li>• Match clothing to correct weather conditions</li> </ul>	



**Suggested Tasks and Activities:**

- Social/Instructional Language – TPR, music, chants, games
- Literacy – phonics, phonemic awareness, concepts of print, TPR cards, high-frequency words, comprehension strategies □ Writing – personal response, shared writing, independent writing
- Math – count pairs (mittens, boots, sandals, etc.); survey and graph students' favorite seasons

**Assessments:**

- Unit test
- Oral participation in songs, chants, games
- Four seasons poster and/book with pictures/words/phrases/ sentences
- Written assignments
- Workbook pages

## Demonstration of Learning

### Listening

#### Level 1

- Follow modeled, one-step oral directions (e.g., "Find a pencil.") ☐
- Point to real-life objects reflective of content-related vocabulary or oral ☐
- Mimic gestures or movement associated with statements (e.g., "This is my left hand.")

#### Level 2

- Carry out two- to three step oral commands (e.g., "Take out your science nature")
- Locate objects described orally ☐ Express feelings (e.g., "I'm happy because...")

#### Level 3

- Follow modeled multi-step oral directions ☐ Ask questions for social and academic purposes
- Classify objects according to descriptive oral statements ☐

#### Level 4

- Locate objects, figures, places based on visuals and detailed oral descriptions

#### Level 5

- Apply ideas from oral discussions to new situations ☐

### Speaking

#### Level 1

Repeat simple words, phrases, and memorized chunks of language

Identify and name everyday objects statements Level 2

☐ Repeat facts or statements

☐ Describe what people do from action pictures (e.g., jobs of community workers)

Level 3 book. Now turn to page 25.") ☐

Ask questions of a social

#### Level 4

Participate in class discussions on familiar social and academic topics

#### Level 5

☐ Use academic vocabulary in class discussions

Express and support ideas with examples

**Reading**

**Level 1**

- Identify symbols, icons, and environmental print
- Match real-life familiar objects to labels

**Level 2**

- Identify and interpret pre-taught labeled diagrams
- Match voice to print by pointing to icons, letters, or illustrated words

**Level 3**

- Make text-to-self connections with prompting
- Match phrases and sentences to pictures

**Level 4**

- Put words in order to form sentences
- Follow sentence-level directions

**Level 5**

- Begin using features of non-fiction text to aid comprehension □ Identify main ideas

**Writing**

**Level 1**

- Copy written language
- Communicate through drawings
- Label familiar objects or pictures

**Level 2**

- Complete modeled sentence starters (e.g., "I like \_\_\_\_.")
- Describe people, places, or objects from illustrated examples and models **Level 3**
- Engage in prewriting strategies (e.g., use of graphic organizers)
- Give content-based information using visuals or graphics

**Level 4**

- Produce original sentences
- Use classroom resources (e.g., picture dictionaries to compose sentences)
- Compose journal entries about personal experiences

**Level 5**

- Create a related series of sentences in response to prompts
- Produce content-related sentences

**Tech Integration:**

SmartBoard, online picture dictionary, online language translator

**Resources:**

- Harcourt - Moving into English
- Supplemental materials
- Class CD
- connectED Online
- Picture cards
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

**Content Area: ELL**

**Grade Level : First- Second**

**Unit Title: Animals**

**Interdisciplinary Connections:**

**English Language Arts Connections**

**Writing**

CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas:

CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

English Language Learner Curriculum 2017-2018

<p><b>21<sup>st</sup> Century Themes:</b> □ Global Awareness</p> <p>□ <b><u>Learning and Innovation Skills</u></b> □</p> <p><b>Adaptability</b></p> <ul style="list-style-type: none"> <li>▪ Think critically</li> <li>▪ Work Creatively with Others</li> <li>▪ Implement Innovations</li> </ul> <p><b>and Time</b></p> <ul style="list-style-type: none"> <li>▪ Reason Effectively</li> <li>▪ Use Systems Thinking</li> </ul>	<p><b>21<sup>st</sup> Century Skills:</b></p> <p>□ <b><u>Life and Career Skills</u></b> ○ Creativity and Innovation ○ Flexibility and</p> <ul style="list-style-type: none"> <li>▪ Adapt to Change</li> <li>▪ Be Flexible</li> <li>○ Initiative and Self-Direction ○ Critical Thinking and Problem Solving</li> <li>▪ Manage Goals</li> <li>▪ Work Independently</li> <li>▪ Be Self-directed Learners</li> </ul>
<ul style="list-style-type: none"> <li>▪ Make Judgments and Decisions</li> <li>▪ Solve Problems</li> </ul> <p>○ Communication and Collaboration</p> <ul style="list-style-type: none"> <li>▪ Communicate Clearly</li> <li>▪ Collaborate with Others</li> </ul> <p>□ <b><u>Information, Media and Technology Skills</u></b></p> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>▪ Access and Evaluate Information</li> <li>▪ Use and Manage Information</li> <li>▪ Apply Technology Effectively</li> </ul>	<ul style="list-style-type: none"> <li>○ Social and Cross Cultural Skills</li> <li>▪ Interact with others</li> <li>▪ Work Effectively in Diverse Teams</li> <li>○ Productivity and Accountability</li> <li>▪ Manage Projects</li> <li>▪ Produce Results</li> <li>○ Information Literacy</li> <li>○ Leadership and</li> <li>▪ Guide and Lead Others</li> <li>▪ Be Responsible to Others</li> <li>○ ICT Literacy</li> </ul>
<p><b>**Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.</b></p>	

Unit 6 Title: Animals	Grade Level: First and Second	Time Frame: 6 weeks
<p><b>Standard:</b>  WIDA ELD Standard 1: Social and Instructional Language – ELLs communicate for Social and Instructional purposes within the school setting  WIDA ELD Standard 4: The Language of Science– ELLs communicate for information, ideas, and concepts necessary for academic success in the content area of Science</p>		
<p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>☐ Students will be able to identify animals, their characteristics, and habitats</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>☐ What characteristics distinguish animals from one another?</li> </ul>	
<p><b>Cumulative Progress Indicators:</b>  At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> <li>• Pictorial or graphic representation of the language of story genres</li> <li>• Words, phrases, or chunks of language when presented with directions</li> <li>• WH- questions or statements with visual support</li> <li>• General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs</li> <li>• Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> <li>• Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers</li> </ul>	<p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary related to animals, their characteristics, and environment</li> <li>• Discuss animal characteristics</li> <li>• Identify animal sounds</li> <li>• Name baby animals</li> <li>• Descriptive adjectives</li> <li>• Compare/contrast animals, characteristics, and habitats</li> </ul>	

**Suggested Tasks and Activities:**

- Social/Instructional Language – TPR, music, chants, games
- Literacy – phonics, phonemic awareness, concepts of print, TPR cards, high-frequency words, comprehension strategies □ Writing – personal response, descriptive writing, independent writing
- Math – weight and size; survey and graph students' favorite animals
- Social Studies – responsible pet care
- Science – life cycles

**Assessments:**

- Unit test
- Oral participation in songs, chants, games
- Four seasons poster and/book with pictures/words/phrases/ sentences
- Written assignments
- Workbook pages

## Demonstration of Learning

### Listening

#### Level 1

- Follow modeled, one-step oral directions (e.g., "Find a pencil.") ☐
- Point to real-life objects reflective of content-related vocabulary or oral ☐
- Mimic gestures or movement associated with statements (e.g., "This is my left hand.")

#### Level 2

- Carry out two- to three step oral commands (e.g., "Take out your science nature")
- Locate objects described orally ☐ Express feelings (e.g., "I'm happy because...")

#### Level 3

- Follow modeled multi-step oral directions ☐ Ask questions for social and academic purposes
- Classify objects according to descriptive oral statements ☐

#### Level 4

- Locate objects, figures, places based on visuals and detailed oral descriptions

#### Level 5

- ☐ Apply ideas from oral discussions to new situations

### Speaking

#### Level 1

Repeat simple words, phrases, and memorized chunks of language

Identify and name everyday objects statements Level 2

☐ Repeat facts or statements

☐ Describe what people do from action pictures (e.g., jobs of community workers)

Level 3 Ask questions of a social

#### Level 4

topics

#### Level 5

- Use academic vocabulary in class discussions
- Express and support ideas with examples



**Reading**

**Level 1**

- Identify symbols, icons, and environmental print
- Match real-life familiar objects to labels

**Level 2**

- Identify and interpret pre-taught labeled diagrams
- Match voice to print by pointing to icons, letters, or illustrated words

**Level 3**

- Make text-to-self connections with prompting
- Match phrases and sentences to pictures

**Level 4**

- Put words in order to form sentences
- Follow sentence-level directions

**Level 5**

- Begin using features of non-fiction text to aid comprehension □ Identify main ideas

**Writing**

**Level 1**

- Copy written language
- Communicate through drawings
- Label familiar objects or pictures

**Level 2**

- Complete modeled sentence starters (e.g., "I like \_\_\_\_.")
- Describe people, places, or objects from illustrated examples and models **Level 3**
- Engage in prewriting strategies (e.g., use of graphic organizers)
- Give content-based information using visuals or graphics

**Level 4**

- Produce original sentences
- Use classroom resources (e.g., picture dictionaries to compose sentences)
- Compose journal entries about personal experiences

**Level 5**

- Create a related series of sentences in response to prompts
- Produce content-related sentences

**Tech Integration:**

SmartBoard, online picture dictionary, online language translator

**Resources:**

- Harcourt - Moving into English
- supplemental materials
- Class CD
- connectED Online
- Picture cards
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

Pacing Guide

Content Area: ELL

Grade Level: Three - Five

Unit Title: School – Back to School	Six Weeks
Unit Title: People/Things Around Me/Culture	Six Weeks
Unit Title: Health/Safety/Lifestyle	Six Weeks
Unit Title: Animals and Plants	Eight Weeks
Unit Title: Geography and the World	Six Weeks
Unit Title: Building of America and Inventions	Six Weeks



Content Area: ELL	Grade Level : Three - Five
<p><b>Unit Title: Back to School</b></p>	
<p><b>Interdisciplinary Connections:</b></p> <p><b>English Language Arts Connections:</b></p> <p><b>Writing</b></p> <p>CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>Speaking and Listening</b></p> <p>CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas:</p> <p>CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	

**21<sup>st</sup> Century Themes:**

- Global Awareness      ○ICT Literacy

**21<sup>st</sup> Century Skills:**

**Apply Technology Effectively**

- Learning and Innovation Skills

- Creativity and Innovation      □ Life and Career Skills
  - Think critically      ○Flexibility and Adaptability
  - Work Creatively with Others      ▪ Adapt to Change
  - Implement Innovations      ▪ Be Flexible
- Critical Thinking and Problem Solving      ○Initiative and Self-Direction
  - Reason Effectively      ▪ Manage Goals and Time
  - Use Systems Thinking      ▪ Work Independently
  - Make Judgments and Decisions      ▪ Be Self-directed Learners
  - Solve Problems      ○Social and Cross Cultural Skills

- Communication and Collaboration

- Communicate Clearly      ▪ Work Effectively in Diverse Teams
- Collaborate with Others      ○Productivity and Accountability

- Interact with others

- Information, Media and Technology Skills

- Access and Evaluate Information      ○Leadership and Responsibility
- Use and Manage Information      ▪ Guide and Lead Others
- Be Responsible to Others

- Manage Projects      ○Information Literacy

- Produce Results

**\*\*Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

<b>Unit 1 Title:</b> Back to School	<b>Grade Level:</b> Three - Five	<b>Time Frame:</b> 6 weeks
<p><b>Standard:</b>                  WIDA ELD Standard 1: Social and Instructional Language – ELLs communicate for Social and Instructional purposes within the school setting WIDA ELD Standard 4: The Language of Science– ELLs communicate for information, ideas, and concepts necessary for academic success in the content area of Science</p>		
<p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>• There are routines/procedures students need to learn about the daily activities in school.</li> <li>• Students will learn proper behavior and code of conduct in school.</li> <li>• Students will learn ways in which to greet people in formal and informal settings The use of listening, speaking, reading and writing about school utilizing required, specific academic language</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why is it important to learn school vocabulary?</li> <li>• Why is it important to be able to understand and communicate in the school setting?</li> <li>• Why is it important to communicate in English in school?</li> </ul>	

**Cumulative Progress Indicators:**

At the given level of English language proficiency, ELLs will process, understand, produce or use:

- Pictorial or graphic representation of the language of story genres
- Words, phrases, or chunks of language when presented with directions
- WH- questions or statements with visual support
- General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs
- Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
- Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers

**Knowledge and Skills:**

- Use appropriate school vocabulary to identify objects and people (Where is the bathroom? Cafeteria? How do you ask for a drink of water? Etc)
- Follow multi-step directions to complete a task
- Ask and answer questions about self in English (Who is your teacher?, what is your favorite subject? What is your name? How old are you?, etc)
- Know the Months of the Year and Seasons
- School routines
- Using personal pronouns, nouns, adjectives, verbs, prepositions

**Suggested Tasks and Activities:**

- Students will make and keep their own personal dictionary of new words learned in each lesson. Students can use pictures, words, and translation of concepts learned to understand.
- Role play greetings (Hello, Good-bye, How are you? etc.)
- Sing songs about Months/Seasons
- Identify school locations & People
- Name school supplies and play BINGO
- “All About Me” poster
- diagraming parts of the body

**Assessments:**

- Unit test
- Oral participation in songs, chants, games
- Draw and label a family tree using pictures/words/sentences
- Written assignments
- Workbook pages

## Demonstration of Learning

### Listening

#### Level 1-

- Point to stated pictures, words, or phrases □ Express basic needs or conditions
- Match classroom oral language to daily routines; follow one-step directions □

#### Level 2-

- Arrange pictures or objects per oral information **Level 2**
- Follow two-step oral directions □ Describe pictures, events, objects, or people using phrases or short

#### Level 3-

- Follow multi-step oral directions; sequence pictures from oral stories, □

#### Level 4

- Interpret oral information and apply to new situations events.

#### Level 5

- Carry out oral instructions containing grade-level, content-based language issues, and concepts.

### Speaking

#### Level 1

Answer yes/no and choice questions; recite words or phrases from pictures of everyday objects and oral modeling

sentences;

Ask simple, everyday questions processes, or procedures **Level 3**

□ Answer simple content-based questions; re/tell short stories or

#### Level 4

□ Answer opinion questions with supporting details; Discuss stories,

#### Level 5

- Give content-based presentations using technical vocabulary; Justify/defend opinions or explanations with evidence.



**Reading**

**Level 1**

- Match icons or diagrams with words/concepts
- Match illustrated words/phrases in differing contexts

**Level 2**

- Identify elements of story grammar
- Follow visually supported written direction

**Level 3**

- Identify main ideas and some details

**Level 4**

- Find details that support main ideas

**Level 5**

- Summarize information from multiple related sources

**WritingLevel**

**1**

- Label, objects, pictures, or diagrams from word/phrase banks;
- Communicate ideas by drawing

**Level 2**

- Complete/produce sentences from word/phrase banks or walls
- Make lists from labels or with peers

**Level 3**

- String related sentences together
- Produce simple expository or narrative text

**Level 4**

- Take notes using graphic organizer; summarize content-based information

**Level 5**

Connect or integrate personal experiences with literature/content.

**Tech Integration:**

SmartBoard, online picture dictionary, online language translator

**Resources:**

- Harcourt - Moving into English
- Supplemental materials
- Class CD
- connectED Online
- Picture cards
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

Content Area: ELL	Grade Level : Three - Five
<p><b>Unit Title: People/Things Around Me/Culture</b></p>	
<p><b>Interdisciplinary Connections:</b></p> <p><b>English Language Arts Connections:</b></p> <p><b>Writing</b></p> <p>CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>Speaking and Listening</b></p> <p>CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas:</p> <p>CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	

**21<sup>st</sup> Century Themes:**

- Global Awareness      ○ICT Literacy

**21<sup>st</sup> Century Skills:**

**Apply Technology Effectively**

- Learning and Innovation Skills

- **Creativity and Innovation**      □ Life and Career Skills
  - **Think critically**      ○Flexibility and Adaptability
  - **Work Creatively with Others**      ▪ **Adapt to Change**
  - **Implement Innovations**      ▪ **Be Flexible**
- **Critical Thinking and Problem Solving**      ○Initiative and Self-Direction
  - **Reason Effectively**      ▪ **Manage Goals and Time**
  - **Use Systems Thinking**      ▪ **Work Independently**
  - **Make Judgments and Decisions**      ▪ **Be Self-directed Learners**
  - **Solve Problems**      ○Social and Cross Cultural Skills

- Communication and Collaboration

- **Communicate Clearly**      ▪ **Work Effectively in Diverse Teams**
- **Collaborate with Others**      ○Productivity and Accountability

- **Interact with others**

- Information, Media and Technology Skills

- **Access and Evaluate Information**      ○Leadership and Responsibility
- **Use and Manage Information**      ▪ **Guide and Lead Others**
- **Be Responsible to Others**

- **Manage Projects**      ○Information Literacy

- **Produce Results**

**\*\*Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

English Language Learner Curriculum 2017-2018

<b>Unit Title:</b> Unit 2- People/Things Around Me/ Cultures	<b>Grade Level:</b> Three - Five	<b>Time Frame:</b> 6 weeks
<b>Standard:</b> Standard 1- English language learners communicate for Social and Instructional purposes within the school setting; Standard 2- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts; Standard 5- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies		
<b>Enduring Understanding:</b> <ul style="list-style-type: none"><li>• Students will learn the appropriate vocabulary to describe people’s appearances, clothing, family, and parts of the body.</li><li>• Students will learn vocabulary to identify characters and people around them.</li><li>• Students will learn to identify appropriate clothing to wear in different seasons and why.</li><li>• Students will learn the names of American currency and how to use it for everyday purchases</li></ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How would you describe your family members?</li><li>• What do you think makes a good neighbor? □How does transportation</li><li>• Why do people immigrate?</li><li>• What are the different modes of transportation in your country?</li></ul>	

**Cumulative Progress Indicators:**

At the given level of English language proficiency, ELLs will process, understand, produce or use:

- Pictorial or graphic representation of the language of story genres
- Words, phrases, or chunks of language when presented with directions
- WH- questions or statements with visual support
- General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs
- Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
- Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers

**Knowledge and Skills:**

- Use appropriate vocabulary to identify people and appearances
- Identify Money (dollars, penny, quarter, nickel, dime) and solve math-related concepts using money
- Ask and answer questions about family members and describe them
- Diagram parts of the body
- Comparing and contrasting families and home life
- Identify modes of transportation
- What transportation would make your commute easier?
- Using pronouns
- Using adjectives
- Understand prepositions and location
- Identifying Nouns

**Suggested Tasks and Activities:**

- Money BINGO
- How to use a dictionary
- Identify People/job/occupation photo cards
- “Who am I?” game
- Written response on who do you want to be when you grow up □ Transportation identifying games, What Am I, BINGO, etc.
- Oral/ written reports on a mode of transportation of choice and/or modes of transportation in their native country
- Draw a map of your community in the U.S. and homeland
- Compare/Contrast the U.S. with native country **Assessments:**
- Unit test
- Oral participation in songs, chants, games
- Draw and label a family tree using pictures/words/sentences
- Written assignments
- Workbook pages

**Demonstration of Learning**

**Listening**

**Level 1-**

- Point to stated pictures, words, or phrases □ Express basic needs or conditions
- Match classroom oral language to daily routines; follow one-step directions □

**Level 2-**

- Arrange pictures or objects per oral information **Level 2**
- Follow two-step oral directions □ Describe pictures, events, objects, or people using phrases or short

**Level 3-**

- Follow multi-step oral directions; sequence pictures from oral stories, □ Ask simple, everyday questions processes, or procedures **Level 3**

**Level 4**

- Interpret oral information and apply to new situations events.

- Answer simple content-based questions; re/tell short stories or

**Level 5**

- Carry out oral instructions containing grade-level, content-based language issues, and concepts.

**Level 4**

- Answer opinion questions with supporting details; Discuss stories,

**Level 5**

- Give content-based presentations using technical vocabulary; Justify/defend opinions or explanations with evidence.

**Reading**

**Level 1**

- Make sound/ symbol/ word relations
- Match illustrated words/ phrases in differing contexts
- Match icons or diagrams with words/concepts
- Identify cognates from first language, as applicable

**Level 2**

- Identify facts and explicit messages from illustrated text □ Find changes to root words in context
- Identify elements of story grammar (characters, setting

**Level 3**

- Describe events, people, processes, procedures
- Produce simple expository or narrative text
- String related sentences together

**Level 4**

- Match graphic organizers to different texts
- Differentiate between fact and opinion in narrative and expository texts;

**Level 5**

- Summarize information from multiple related sources

**Writing**

**Level 1**

- Answer oral questions with single words
- Label objects, pictures, or diagrams from word/phrase banks;
- Communicate ideas by drawing; Copy words, phrases and short sentences **Level 2**

- Complete/ produce sentences from word/phrase banks or walls;
- Fill in graphic organizers, charts, and tables
- Make comparisons using real-life or visually- supported materials **Level 3**
- Describe events, people, processes, procedures
- Produce simple expository or narrative text
- String related sentences together

**Level 4**

- Take notes using graphic organizer; summarize content-based information

**Level 5**

- Connect or integrate personal experiences with literature/content.

**Tech Integration:**

SmartBoard, online picture dictionary, online language translator

**Resources:**

- Harcourt - Moving into English
- Supplemental materials
- Class CD
- connectED Online
- Picture cards
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary



Content Area: ELL	Grade Level : Three - Five
<p><b>Unit Title:</b> Health, Safety, Lifestyle</p>	
<p><b>Interdisciplinary Connections:</b></p> <p><b>English Language Arts Connections:</b></p> <p><b>Writing</b></p> <p>CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>Speaking and Listening</b></p> <p>CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas:</p> <p>CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	

**21<sup>st</sup> Century Themes:**

- Global Awareness      ○ICT Literacy
- Health Literacy    **Apply Technology Effectively**

**21<sup>st</sup> Century Skills:**

- Learning and Innovation Skills    □      Life and Career Skills○Creativity and Innovation    ○Flexibility and Adaptability
    - Think critically    ▪      Adapt to Change
    - Work Creatively with Others    ▪      Be Flexible
    - Implement Innovations    ○Initiative and Self-Direction    ○Critical Thinking and Problem Solving    ▪      Manage Goals and Time
    - Reason Effectively    ▪      Work Independently
    - Use Systems Thinking    ▪      Be Self-directed Learners
    - Make Judgments and Decisions    ○Social and Cross Cultural Skills
- 
- Solve Problems      ▪      Interact with others
  - Communication and Collaboration      ▪      Work Effectively in Diverse Teams
  - Communicate Clearly    ○Productivity and Accountability
  - Collaborate with Others    ▪      Manage Projects
  - Information, Media and Technology Skills    ▪      Produce Results    ○Information Literacy    ○Leadership and Responsibility
  - Access and Evaluate Information    ▪      Guide and Lead Others
  - Use and Manage Information    ▪      Be Responsible to Others

**\*\*Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

English Language Learner Curriculum 2017-2018

<b>Unit Title:</b> Unit 3- Health, Safety, Lifestyle	<b>Grade Level:</b> Three - Five	<b>Time Frame:</b> 6 weeks
<p><b>Standard:</b></p> <p><b>Standard 1-Communication-</b> English language learners communicate for Social and Instructional purposes within the school setting;</p> <p><b>Standard 2- Language Arts-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p><b>Standard 3- Math-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math</p> <p><b>Standard 4- Science-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p> <p><b>Standard 5- Social Studies-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>		
<p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"><li>• How can you eat healthy?</li><li>• What is the food guide pyramid and how does it relate to My Plate?</li><li>• How can we make healthy eating choices?</li><li>• What are your daily routines?</li></ul> <p>How can we maintain health and safety at home, school and the community?</p>	<ul style="list-style-type: none"><li>• How does a healthy diet influence your body?</li><li>• How can you change your lifestyle to be beneficial?</li><li>• Why is recycling critical to the wellbeing of our planet?</li></ul>	

**Cumulative Progress Indicators:**

At the given level of English language proficiency, ELLs will process, understand, produce or use:

- Pictorial or graphic representation of the language of story genres
- Words, phrases, or chunks of language when presented with directions
- WH- questions or statements with visual support
- General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs
- Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
- Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers

**Knowledge and Skills:**

- Choose healthy foods from magazines & newspapers
- Reuse and recycle
- Compare & Contrast healthy & unhealthy foods
- How to keep our planet healthy
- States of Matter- Solids, liquids, gas
- Meaning of import and export and how it helps our economy
- Compare & Contrast personal needs and wants
- Label and draw safety signs
- Identifying and using contractions
- Using nouns, verbs, adjectives, proper and common nouns, prepositions, subject pronouns

**Suggested Tasks and Activities:**

- Content related Word wall
- Comparing needs and wants with a partner
- Describing/drawing states of matter of water
- Label 3 dimensional shapes: cones, pyramids, cylinder
- Incorporate descriptions of three-dimensional shapes into real-world situations
- “How- to” make a healthy recipe
- Describe the My Food Plate
- Make healthy restaurant menu
- Collage of healthy food choices or healthy lifestyles
- Needs vs. wants games
- Draw graphs and take surveys about favorite food, healthy food
- Make posters on how to help our planet
- Describe safety procedures for certain situations (accidents on playground, classrooms □ Create pieces about safety or health issues with classroom, school, home or community.
- Sort recyclable and not recyclable objects
- Identify ways to conserve from pictures and written text
- Sequence descriptive sentences and pictures to illustrate forms of conservation (ex. Recycling process) **Assessments:**
- Unit test
- Oral participation in songs, chants, games
- Draw and label a family tree using pictures/words/sentences
- Written assignments
- Workbook pages

**Demonstration of Learning**

**Listening**

**Level 1-**

- Point to stated pictures, words, or phrases □ Express basic needs or conditions
- Match classroom oral language to daily routines; follow one-step directions □

**Level 2-**

- Arrange pictures or objects per oral information **Level 2**
- Follow two-step oral directions □ Describe pictures, events, objects, or people using phrases or short

**Level 3-**

- Follow multi-step oral directions; sequence pictures from oral stories, □

**Level 4**

**Speaking**

**Level 1**

- Answer yes/no and choice questions; recite words or phrases from pictures of everyday objects and oral modeling

- Ask simple, everyday questions processes, or procedures

**Level 3**

**Level 5**

- Interpret oral information and apply to new situations
- Carry out oral instructions containing grade-level, content-based language

**Level 5**

- Answer simple content-based questions; re/tell short stories or events. **Level 4**
- Answer opinion questions with supporting details; Discuss stories, issues, and concepts.
- Give content-based presentations using technical vocabulary; Justify/defend opinions or explanations with evidence.

English Language Learner Curriculum 2017-2018

**Reading**

**Level 1**

- Make sound/ symbol/ word relations
- Match illustrated words/ phrases in differing contexts
- Match icons or diagrams with words/concepts
- Identify cognates from first language, as applicable

**Level 2**

- Identify facts and explicit messages from illustrated text□  
root words in context
- Identify elements of story grammar (characters, setting

**Level 3**

- Describe events, people, processes, procedures
- Produce simple expository or narrative text
- String related sentences together

**Level 4**

- Match graphic organizers to different texts
- Differentiate between fact and opinion in narrative and expository texts;

**Level 5**

- Summarize information from multiple related sources

**Writing Level**

**1**

- Answer oral questions with single words
- Label objects, pictures, or diagrams from word/phrase banks;
- Communicate ideas by drawing; Copy words, phrases and short sentences

**Level 2**

- Complete/ produce sentences from word/phrase banks or walls;
- Fill in graphic organizers, charts, and tables
- Make comparisons using real-life or visually- supported materials

**Level 3**

- Describe events, people, processes, procedures
- Produce simple expository or narrative text
- String related sentences together

**Level 4**

- Take notes using graphic organizer; summarize content-based information
- Level 5**
- Connect or integrate personal experiences with literature/content.

**Tech Integration:**

SmartBoard, online picture dictionary, online language translator

**Resources:**

- Harcourt - Moving into English
- Supplemental materials
- Class CD
- connectED Online
- Picture cards
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

English Language Learner Curriculum 2017-2018

Content Area: ELL	Grade Level : Three - Five
<b>Unit Title:</b> Animals & Plants	
<p><b>Interdisciplinary Connections:</b></p> <p><b>English Language Arts Connections:</b></p> <p><b>Writing</b></p> <p>CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>Speaking and Listening</b></p> <p>CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas:</p> <p>CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	



**21<sup>st</sup> Century Themes:**

- Global Awareness      ○ICT Literacy

**21<sup>st</sup> Century Skills:**

**Apply Technology Effectively**

- Learning and Innovation Skills

- **Creativity and Innovation**      □ Life and Career Skills
  - **Think critically**      ○Flexibility and Adaptability
  - **Work Creatively with Others**      ▪ **Adapt to Change**
  - **Implement Innovations**      ▪ **Be Flexible**
- **Critical Thinking and Problem Solving**      ○Initiative and Self-Direction
  - **Reason Effectively**      ▪ **Manage Goals and Time**
  - **Use Systems Thinking**      ▪ **Work Independently**
  - **Make Judgments and Decisions**      ▪ **Be Self-directed Learners**
  - **Solve Problems**      ○Social and Cross Cultural Skills

- Communication and Collaboration

- **Interact with others**

- **Communicate Clearly**      ▪ **Work Effectively in Diverse Teams**
- **Collaborate with Others**      ○Productivity and Accountability

- Information, Media and Technology Skills

- **Manage Projects**      ○Information Literacy      ▪ **Produce Results**

- **Access and Evaluate Information**      ○Leadership and Responsibility
- **Use and Manage Information**      ▪ **Guide and Lead Others**
- **Be Responsible to Others**

**\*\*Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

English Language Learner Curriculum 2017-2018

Unit Title: Unit 4- Animals & Plants	Grade Level: Three - Five	Time Frame: 8 weeks
<p><b>Standard:</b></p> <ul style="list-style-type: none"><li>• <b>Standard 1-Communication-</b> English language learners communicate for Social and Instructional purposes within the school setting;</li><li>• <b>Standard 2- Language Arts-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</li><li>• <b>Standard 3- Math-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math</li><li>• <b>Standard 4- Science-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</li><li>• <b>Standard 5- Social Studies-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</li></ul>		
<p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"><li>• Students will use listening, speaking, writing and reading to learn about animals and plants.</li><li>• How are different plants and animals important to our environment and the world around us?</li></ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• What language do students need to demonstrate understanding and engage in conversation about animals and plants?</li><li>• Do animals need plants to live?</li></ul>	

## English Language Learner Curriculum 2017-2018

### **Cumulative Progress Indicators:**

At the given level of English language proficiency, ELLs will process, understand, produce or use:

- Pictorial or graphic representation of the language of story genres
- Words, phrases, or chunks of language when presented with directions
- WH- questions or statements with visual support
- General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs
- Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
- Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers

### **Knowledge and Skills:**

- Naming and pointing to animals and plants
- Classifying animals based on their habitats
- Using adjectives to describe animals and plants
- Understand cause-effect relationship
- Compare/contrast
- Using nouns, prepositions, plurals, pronouns, punctuation, verbs, contractions, possessives.
- Using graphs, diagrams and pictures to calculate different measurements and other information
- Make predictions, hypothesize and speculate
- Using contractions in reading, writing, speaking and listening activities
- Adding, subtracting, multiplying, dividing using pictorial diagrams
- Describing different types of habitats
- Describe the difference between a warm and cold blooded animal
- Describe the environment for specific plants
- Life cycle of a flower/ plant
- Language needed: pets, farm, wild, ocean, desert, jungle, forest, rainforest, woodland, insects, habitats, hibernation, living and non-living, animal sounds, life cycles.
- Identify and use past, present, and future verb tenses properly

## English Language Learner Curriculum 2017-2018

### Suggested Tasks and Activities:

- Content related Word wall
- Naming & describing animals and plants
- Diagraming important animals and plant parts
- Sing songs and read stories, fiction and non-fiction about animals and plants □ Read folktales from different countries, fairy tales, and fables
- Favorite animal project
- Researching a type of plant or flower
- Make a list of farm animals
- Life Cycle of a Plant/ Flower
- Endangered Animals research □ Farming and crops
- Sing- “Down By the Bay” and “Old Mac Donald” and have students write their own versions
- Using graphs, diagrams and pictures to calculate different measurements and other information **Assessments:**
- Unit test
- Oral participation in songs, chants, games
- Draw and label a family tree using pictures/words/sentences □ Written assignments
- Workbook pages

**Demonstration of Learning**

**Listening**

**Level 1-**

- Point to stated pictures, words, or phrases □ Express basic needs or conditions
- Match classroom oral language to daily routines; follow one-step directions □

**Level 2-**

- Arrange pictures or objects per oral information **Level 2**
- Follow two-step oral directions □ Describe pictures, events, objects, or people using phrases or short

**Level 3-**

- Follow multi-step oral directions; sequence pictures from oral stories, □ Ask simple, everyday questions processes, or procedures **Level 3**

**Level 4**

- Interpret oral information and apply to new situations events. □ Answer simple content-based questions; re/tell short stories or

**Level 5**

- Carry out oral instructions containing grade-level, content-based language □ Answer opinion questions with supporting details; Discuss stories, issues, and concepts.

**Level 4**

- Give content-based presentations using technical vocabulary; Justify/defend opinions or explanations with evidence.

**Level 5**

English Language Learner Curriculum 2017-2018

**Reading**

**Level 1**

- Make sound/ symbol/ word relations
- Match illustrated words/ phrases in differing contexts
- Match icons or diagrams with words/concepts
- Identify cognates from first language, as applicable

**Level 2**

- Identify facts and explicit messages from illustrated text
- Identify elements of story grammar (characters, setting)

**Level 3**

- Describe events, people, processes, procedures
- Produce simple expository or narrative text
- String related sentences together

**Level 4**

- Match graphic organizers to different texts
- Differentiate between fact and opinion in narrative and expository texts;

**Level 5**

- Summarize information from multiple related sources

**Writing Level**

**1**

- Answer oral questions with single words
- Label objects, pictures, or diagrams from word/phrase banks;
- Communicate ideas by drawing; Copy words, phrases and short sentences

**Level 2**

- Complete/ produce sentences from word/phrase banks or walls;
- Fill in graphic organizers, charts, and tables
- Make comparisons using real-life or visually- supported materials

**Level 3**

- Describe events, people, processes, procedures
- Produce simple expository or narrative text
- String related sentences together

**Level 4**

- Take notes using graphic organizer; summarize content-based information
- Connect or integrate personal experiences with literature/content.

Find changes to root words in context

**Tech Integration:**

SmartBoard, online picture dictionary, online language translator

**Resources:**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Harcourt - Moving into English</li> <li>• Supplemental materials</li> <li>• Class CD</li> <li>• connectED Online</li> <li>• Picture cards</li> </ul> | <ul style="list-style-type: none"> <li>• Manipulatives</li> <li>• Graphic organizers</li> <li>• Notebooks</li> <li>• Index cards</li> <li>• Computer</li> <li>• Bilingual and/or English Dictionary</li> </ul> |
|---|--|

Content Area: ELL	Grade Level : Three - Five
<b>Unit Title:</b> Geography and the World	
<p><b>Interdisciplinary Connections:</b></p> <p><b>English Language Arts Connections:</b></p> <p><b>Writing</b></p> <p>CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>Speaking and Listening</b></p> <p>CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas:</p> <p>CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	

**21<sup>st</sup> Century Themes:**

- Global Awareness      ○ICT Literacy

**21<sup>st</sup> Century Skills:**

**Apply Technology Effectively**

- Learning and Innovation Skills

- Creativity and Innovation      □ Life and Career Skills
  - Think critically      ○Flexibility and Adaptability
  - Work Creatively with Others      ▪ Adapt to Change
  - Implement Innovations      ▪ Be Flexible
- Critical Thinking and Problem Solving      ○Initiative and Self-Direction
  - Reason Effectively      ▪ Manage Goals and Time
  - Use Systems Thinking      ▪ Work Independently
  - Make Judgments and Decisions      ▪ Be Self-directed Learners
  - Solve Problems      ○Social and Cross Cultural Skills

- Communication and Collaboration

- Interact with others

- Communicate Clearly      ▪ Work Effectively in Diverse Teams
- Collaborate with Others      ○Productivity and Accountability

- Information, Media and Technology Skills

- Manage Projects      ○Information Literacy      ▪ Produce Results

- Access and Evaluate Information      ○Leadership and Responsibility
- Use and Manage Information      ▪ Guide and Lead Others
- Be Responsible to Others

**\*\*Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**



English Language Learner Curriculum 2017-2018

<b>Unit Title:</b> Unit 5- Geography and the World		<b>Grade Level:</b> Three - Five	<b>Time Frame:</b> 6 weeks
<b>Standard:</b> <b>Standard 1-Communication-</b> English language learners communicate for Social and Instructional purposes within the school setting; <b>Standard 2- Language Arts-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts <b>Standard 3- Math-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math <b>Standard 4- Science-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science <b>Standard 5- Social Studies-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies			
<b>Enduring Understanding:</b> <input type="checkbox"/> Students will be able to read a map using a legend, compass rose and other features.		<b>Essential Questions:</b> <input type="checkbox"/> How does a map/globe help us to understand the world around us?	

<p><b>Cumulative Progress Indicators:</b> At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> <li>• Pictorial or graphic representation of the language of story genres</li> <li>• Words, phrases, or chunks of language when presented with directions</li> <li>• WH- questions or statements with visual support</li> <li>• General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs</li> <li>• Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> <li>• Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers</li> </ul>	<p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Use appropriate vocabulary for map/globes, locations and the world.</li> <li>• Identify our city, state, country in which we live</li> <li>• Define and explain math-related concepts like area and perimeter, shapes, etc.</li> <li>• Locate and show places on maps and globes</li> <li>• Define moon, star, sky, and clouds and its importance</li> <li>• Define locations of places on maps or globes (using relational language)</li> <li>• Using prepositions, nouns, adjectives, articles, tenses, pronouns, plurals, punctuation, contractions, irregular past-tense verbs and conjunctions in writing and speaking. □ Using different types of maps/graphs</li> <li>• Describing directions, land forms, states, countries, continents, bodies of water, signs and symbols, map legend, compass rose</li> <li>• Utilize informational and fictional content</li> <li>• Ask and answer questions using academic language about fiction and non-fiction</li> <li>• Give directions from one place to another using North, South, East, West</li> </ul>
	<p>□ Making inferences, fantasy vs. reality □ Sequencing events in a fiction story Naming and describing shapes and landforms</p>

**Suggested Tasks and Activities: Suggested**

**Tasks and Activities:**

- Give directions from one place on a map to another
- Define locations on a map
- Identify and describe places and things
- Draw and cut out different polygons and make a new figure (house, boat, train, etc) □ Discuss and draw different bodies of water: lake, bay, river, etc.
- Discuss and draw different landforms: plain, valley, island, peninsula
- Create a plan to protect their chosen landform from contamination, pollution, deforestation.
- Sing and discuss “Twinkle, Twinkle, Little Star”
- Discuss and write about how we use water every day.
- Use a map legend and compass rose **Assessments:**
- Unit test
- Oral participation in songs, chants, games
- Draw and label a family tree using pictures/words/sentences
- Written assignments
- Workbook pages

**Demonstration of Learning**

**Listening**

**Level 1-**

- Point to stated pictures, words, or phrases □ Express basic needs or conditions
- Match classroom oral language to daily routines; follow one-step directions □

**Level 2-**

- Arrange pictures or objects per oral information **Level 2**
- Follow two-step oral directions □ Describe pictures, events, objects, or people using phrases or short

**Level 3-**

- Follow multi-step oral directions; sequence pictures from oral stories, □ Ask simple, everyday questions processes, or procedures **Level 3**

**Level 4**

- Interpret oral information and apply to new situations events. □ Answer simple content-based questions; re/tell short stories or

**Level 5**

- Carry out oral instructions containing grade-level, content-based language □ Answer opinion questions with supporting details; Discuss stories, issues, and concepts. **Level 5**

**Speaking**

**Level 1**

Answer yes/no and choice questions; recite words or phrases from pictures of everyday objects and oral modeling

sentences;

**Level 4**

Answer opinion questions with supporting details; Discuss stories,

English Language Learner Curriculum 2017-2018

- Give content-based presentations using technical vocabulary; Justify/defend opinions or explanations with evidence.

**Reading**

**Level 1**

- Make sound/ symbol/ word relations
- Match illustrated words/ phrases in differing contexts
- Match icons or diagrams with words/concepts
- Identify cognates from first language, as applicable

**Level 2**

- Identify facts and explicit messages from illustrated text □
- Identify elements of story grammar (characters, setting

**Level 3**

- Describe events, people, processes, procedures
- Produce simple expository or narrative text
- String related sentences together

**Level 4**

- Match graphic organizers to different texts
- Differentiate between fact and opinion in narrative and expository texts;

**Level 5**

- Summarize information from multiple related sources

**Writing Level**

**1**

- Answer oral questions with single words
- Label objects, pictures, or diagrams from word/phrase banks;
- Communicate ideas by drawing; Copy words, phrases and short sentences

**Level 2**

- Complete/ produce sentences from word/phrase banks or walls;
- Fill in graphic organizers, charts, and tables
- Make comparisons using real-life or visually- supported materials

**Level 3**

- Describe events, people, processes, procedures
- Produce simple expository or narrative text
- String related sentences together

**Level 4**

- Take notes using graphic organizer; summarize content-based information
- Connect or integrate personal experiences with literature/content.

**Tech Integration:**

SmartBoard, online picture dictionary, online language translator

**Resources:**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Harcourt - Moving into English</li> <li>• Supplemental materials</li> <li>• Class CD</li> <li>• connectED Online</li> <li>• Picture cards</li> </ul> | <ul style="list-style-type: none"> <li>• Manipulatives</li> <li>• Graphic organizers</li> <li>• Notebooks</li> <li>• Index cards</li> <li>• Computer</li> <li>• Bilingual and/or English Dictionary</li> </ul> |
|---|--|

English Language Learner Curriculum 2017-2018

Content Area: ELL	Grade Level : Three - Five
<b>Unit Title:</b>	
<b>Interdisciplinary Connections:</b> <b>English Language Arts Connections:</b> <b>Writing</b> CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <b>Speaking and Listening</b> CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas: CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	

**21<sup>st</sup> Century Themes:**

- Global Awareness      ○ICT Literacy

**21<sup>st</sup> Century Skills:**

**Apply Technology Effectively**

- Learning and Innovation Skills

- **Creativity and Innovation**      □ Life and Career Skills
  - **Think critically**      ○Flexibility and Adaptability
  - **Work Creatively with Others**      ▪ **Adapt to Change**
  - **Implement Innovations**      ▪ **Be Flexible**
- **Critical Thinking and Problem Solving**      ○Initiative and Self-Direction
  - **Reason Effectively**      ▪ **Manage Goals and Time**
  - **Use Systems Thinking**      ▪ **Work Independently**
  - **Make Judgments and Decisions**      ▪ **Be Self-directed Learners**
  - **Solve Problems**      ○Social and Cross Cultural Skills

- Communication and Collaboration      ▪ **Interact with others**
  - **Communicate Clearly**      ▪ **Work Effectively in Diverse Teams**
  - **Collaborate with Others**      ○Productivity and Accountability
- Information, Media and Technology Skills      ▪ **Manage Projects**      ○Information Literacy      ▪ **Produce Results**
  - **Access and Evaluate Information**      ○Leadership and Responsibility
  - **Use and Manage Information**      ▪ **Guide and Lead Others**
  - **Be Responsible to Others**

**\*\*Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

English Language Learner Curriculum 2017-2018

Unit Title: Unit 6 – Building of America and Inventions	Grade Level: Three - Five	Time Frame: 6 weeks
<p><b>Standard:</b></p> <p><b>Standard 1-Communication-</b> English language learners communicate for Social and Instructional purposes within the school setting;</p> <p><b>Standard 2- Language Arts-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p><b>Standard 3- Math-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math</p> <p><b>Standard 4- Science-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p> <p><b>Standard 5- Social Studies-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>		
<p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to understand how inventions have bettered their lives.</li> <li>• Students will be able to understand the building of America.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• In what ways has your life changed from early America?</li> <li>• Which invention do you think is the most important?</li> </ul>	
<p><b>Cumulative Progress Indicators:</b></p> <p>At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> <li>• Pictorial or graphic representation of the language of story genres</li> <li>• Words, phrases, or chunks of language when presented with directions</li> <li>• WH- questions or statements with visual support</li> <li>• General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs</li> <li>• Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> <li>• Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers</li> </ul>	<p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Words to learn: journey, Native Americans, pioneers, supplies, trail, wagon, river, travel, oxen, boat, bridge, building, construction, etc.</li> <li>• Using informational texts to supplement, support, or clarify information using graphs, charts, photos, illustrations, and diagrams</li> <li>• Reading comprehension skills and strategies: making inferences, fantasy/reality, cause/effect, main idea and details, sequencing, drawing conclusions, comparing &amp; contrasting</li> <li>• Retelling non-fiction stories</li> <li>• Using prepositions, nouns, adjectives, articles, tenses, pronouns, plurals, punctuation, contractions, irregular and regular past-tense verbs in writing, reading, speaking, and listening.</li> <li>• Discuss different modes of transportation and how travel has changed from the past.</li> <li>• Use timelines to read, write, speak and listen to about information</li> <li>• Name and describe shapes and landforms</li> </ul>	

**Suggested Tasks and Activities: Suggested**

**Tasks and Activities:**

- Subject-specific word wall
- Personal dictionaries in notebooks
- Writing a caption under a given picture based on individual learner's level
- Writing: describe personal experiences about moving to America from their homeland.
- Retell stories in first-person point of view using *I, we, our*.
- Write a short paragraph about when they visited a fun place: what they saw, what they did, people they met, etc.
- Research a famous inventor/ invention and present to class
- Research and create a poster of a famous landmark in the U.S. – Statue of Liberty, U.S. Flag, Empire State Building, Mount Rushmore, Times Square, etc. □  
Famous landmark BINGO

Pretend you were an early settler and write a story about your journey from east to west. **Assessments:**

- Unit test
- Oral participation in songs, chants, games
- Draw and label a family tree using pictures/words/sentences
- Written assignments
- Workbook pages



**Demonstration of Learning**

**Listening**

**Level 1-**

- Point to stated pictures, words, or phrases □ Express basic needs or conditions
- Match classroom oral language to daily routines; follow one-step directions □

**Level 2-**

- Arrange pictures or objects per oral information **Level 2**
- Follow two-step oral directions □ Describe pictures, events, objects, or people using phrases or short

**Level 3-**

- Follow multi-step oral directions; sequence pictures from oral stories, □ Ask simple, everyday questions processes, or procedures **Level 3**

**Level 4**

- Interpret oral information and apply to new situations events. □ Answer simple content-based questions; re/tell short stories or

**Level 5**

- Carry out oral instructions containing grade-level, content-based language □ Answer opinion questions with supporting details; Discuss stories, issues, and concepts.

**Level 4**

**Level 5**

- Give content-based presentations using technical vocabulary; Justify/defend opinions or explanations with evidence.

**Level 5**

English Language Learner Curriculum 2017-2018

**Reading**

**Level 1**

- Make sound/ symbol/ word relations
- Match illustrated words/ phrases in differing contexts
- Match icons or diagrams with words/concepts
- Identify cognates from first language, as applicable

**Level 2**

- Identify facts and explicit messages from illustrated text
- Identify elements of story grammar (characters, setting)

**Level 3**

- Describe events, people, processes, procedures
- Produce simple expository or narrative text
- String related sentences together

**Level 4**

- Match graphic organizers to different texts
- Differentiate between fact and opinion in narrative and expository texts;

**Level 5**

- Summarize information from multiple related sources

**Writing Level**

**1**

- Answer oral questions with single words
- Label objects, pictures, or diagrams from word/phrase banks;
- Communicate ideas by drawing; Copy words, phrases and short sentences

**Level 2**

- Complete/ produce sentences from word/phrase banks or walls;
- Fill in graphic organizers, charts, and tables
- Make comparisons using real-life or visually- supported materials

**Level 3**

- Describe events, people, processes, procedures
- Produce simple expository or narrative text
- String related sentences together

**Level 4**

- Take notes using graphic organizer; summarize content-based information
- Connect or integrate personal experiences with literature/content.

Find changes to root words in context

**Tech Integration:**

SmartBoard, online picture dictionary, online language translator

**Resources:**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Harcourt - Moving into English</li> <li>• Supplemental materials</li> <li>• Class CD</li> <li>• connectED Online</li> <li>• Picture cards</li> </ul> | <ul style="list-style-type: none"> <li>• Manipulatives</li> <li>• Graphic organizers</li> <li>• Notebooks</li> <li>• Index cards</li> <li>• Computer</li> <li>• Bilingual and/or English Dictionary</li> </ul> |
|---|--|

English Language Learner Curriculum 2017-2018

Pacing Guide

Content Area: ELL

Grade Level: Six - Eight

Unit Title: School and Society

Six Weeks

Unit Title: Science of Sound

Six Weeks

Unit Title: Water

Six Weeks

Unit Title: Reading and Writing Stories

Eight Weeks

Unit Title: Explorers

Six Weeks

Unit Title: Immigration: Then and Now – Settling America

Six Weeks

English Language Learner Curriculum 2017-2018

Content Area: ELL	Grade Level : Six - Eight
<b>Unit Title:</b> School and Society	
<p><b>Interdisciplinary Connections:</b></p> <p><b>English Language Arts Connections:</b></p> <p><b>Writing</b></p> <p>CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>Speaking and Listening</b></p> <p>CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas:</p> <p>CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	

**21<sup>st</sup> Century Themes:**

- Global Awareness      ○ICT Literacy

**21<sup>st</sup> Century Skills:**

**Apply Technology Effectively**

- Learning and Innovation Skills

- **Creativity and Innovation**      □ Life and Career Skills
  - **Think critically**      ○Flexibility and Adaptability
  - **Work Creatively with Others**      ▪ **Adapt to Change**
  - **Implement Innovations**      ▪ **Be Flexible**
- **Critical Thinking and Problem Solving**      ○Initiative and Self-Direction
  - **Reason Effectively**      ▪ **Manage Goals and Time**
  - **Use Systems Thinking**      ▪ **Work Independently**
  - **Make Judgments and Decisions**      ▪ **Be Self-directed Learners**
  - **Solve Problems**      ○Social and Cross Cultural Skills

- Communication and Collaboration

- **Communicate Clearly**      ▪ **Work Effectively in Diverse Teams**
- **Collaborate with Others**      ○Productivity and Accountability

- **Interact with others**

- Information, Media and Technology Skills

- **Access and Evaluate Information**      ○Leadership and Responsibility
- **Use and Manage Information**      ▪ **Guide and Lead Others**
- **Be Responsible to Others**

- **Manage Projects**      ○Information Literacy

- **Produce Results**

**\*\*Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

English Language Learner Curriculum 2017-2018

Unit Title: Unit 1 – School and Society	Grade Level: Six - Eight	Time Frame: 6 weeks
<p><b>Standard:</b>  <b>Standard 1-Communication-</b> English language learners communicate for Social and Instructional purposes within the school setting;  <b>Standard 2- Language Arts-</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>		
<p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>☐ Students will be able to analyze social interactions within the school and understand the importance of relationships within a community</li> </ul>	<p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>☐What language do students need in order to socially interact with others and understand community relationships?</li> </ul>	
<p><b>Cumulative Progress Indicators:</b>            At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> <li>• Pictorial or graphic representation of the language of story genres</li> <li>• Words, phrases, or chunks of language when presented with directions</li> <li>• WH- questions or statements with visual support</li> <li>• General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs</li> <li>• Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> <li>• Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers</li> </ul>	<p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary related to the school and society</li> <li>• Describe people, places, and things</li> <li>• Sequencing events</li> <li>• Make predictions</li> <li>• Describe actions</li> <li>• Express needs and likes</li> <li>• Ask informational questions</li> <li>• Draw conclusions</li> <li>• Express and support opinions</li> <li>• Retell past events</li> </ul>	

**Suggested Tasks and Activities:**

- Social/Instructional Language – TPR, dialogue, games
  - Literacy – phonics, phonemic awareness, concepts of print, TPR cards, high-frequency words, comprehension strategies □ Writing – drawing/writing response, shared writing, independent writing □ Social Studies – social groups and communities
- Assessments:**
- Unit test
  - Oral participation in songs, chants, games
  - Draw and label a family tree using pictures/words/sentences
  - Written assignments
  - Workbook pages

**Demonstration of Learning**

**Listening**

**Level 1-**

- Match social language to visual/graphic displays □
- Identify objects, people, or places from oral statements/questions using □
- Match instructional language with visual representation (e.g., “Use a sharpened pencil.”)

**Level 2-**

- Classify/sort content-related visuals per oral descriptions □ **Level 3**
- Sequence visuals per oral directions □ State opinions
- Identify information on charts or tables based on oral statements □

**Level 3-**

- Categorize content-based examples from oral directions □ **Level 4**
- Identify everyday examples of content-based concepts described orally □
- Identify everyday examples of content-based concepts described orally □ Explain outcomes

**Level 4**

- Identify main ideas and details of oral discourse **Level 5**
- Complete content-related tasks or assignments based on oral discourse □

**Level 5**

- Use oral information to accomplish grade-level tasks

**Speaking**

**Level 1**

- Begin to use general and high frequency vocabulary
- Answer select WH-questions (e.g., “who,” “what,” “when,” gestures (e.g., pointing) “where”) within context of lessons or personal experiences

**Level 2**

- Convey content through high frequency words/phrases
- State big/main ideas of classroom conversation

**Level 3**

- Connect ideas in discourse using transitions (e.g., “but,” “then”)
- State big/main ideas with some supporting details

**Level 4**

- Paraphrase and summarize ideas presented orally □ Associate oral language with different time frames (e.g., past, present, future) □
- Explain outcomes
- Connect ideas with supporting details/evidence

**Level 5**

- Defend a point of view and give reasons
- Communicate with fluency in social and academic contexts



English Language Learner Curriculum 2017-2018

**Reading Level**

- 1**
- Match content-related objects/pictures to words
  - Use picture dictionaries/illustrated glossaries
- Level 2**
- Find information from text structure (e.g., titles, graphs, glossary)
  - Use pre-taught vocabulary (e.g., word banks) to complete simple sentences
  - Use bilingual dictionaries and glossaries
- Level 3**
- Use context clues
  - Make predictions based on illustrated text
  - Use English dictionaries and glossaries
  - Level 4
  - Identify summaries of passages
  - Identify figurative language (e.g., “dark as night”)
  - Identify specific language of different genres and informational texts
- Level 5**
- Differentiate and apply multiple meanings of words/phrases
  - Infer meaning from modified grade-level text

**Writing**

- Level 1**
- Draw content-related pictures
  - Produce high-frequency words
  - Create vocabulary/concept cards
- Level 2**
- Complete pattern sentences
  - Complete graphic organizers/forms with personal information
- Level 3**
- Produce short paragraphs with main ideas and some details (e.g., column notes)
  - Explain steps in problem-solving
  - Compare/contrast information, events, characters
- Level 4**
- Create multiple-paragraph essays
  - Use details/examples to support ideas
- Level 5**
- Begin using analogies
  - Critique literary essays or articles

**Tech Integration:**

SmartBoard, online picture dictionary, online language translator

**Resources:**

- Milestones - Teacher's Guide
- Supplemental materials
- Class CD
- connectED Online
- Picture cards
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

**Content Area: ELL**

**Grade Level : Six - Eight**

**Unit Title:** Science of Sound

**Interdisciplinary Connections:**

**English Language Arts Connections:**

**Writing**

CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas:

CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

<p><b>21<sup>st</sup> Century Themes:</b></p> <ul style="list-style-type: none"> <li>• Global Awareness      ○ICT Literacy</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> <li>○ Creativity and Innovation      □ <u>Life and Career Skills</u> <ul style="list-style-type: none"> <li>▪ Think critically      ○Flexibility and Adaptability</li> <li>▪ Work Creatively with Others      ▪ Adapt to Change</li> <li>▪ Implement Innovations      ▪ Be Flexible</li> </ul> </li> <li>○ Critical Thinking and Problem Solving      ○Initiative and Self-Direction                             <ul style="list-style-type: none"> <li>▪ Reason Effectively      ▪ Manage Goals and Time</li> <li>▪ Use Systems Thinking      ▪ Work Independently</li> <li>▪ Make Judgments and Decisions      ▪ Be Self-directed Learners</li> <li>▪ Solve Problems      ○Social and Cross Cultural Skills</li> </ul> </li> </ul> </li> </ul>	<p><b>Apply Technology Effectively</b></p>
<ul style="list-style-type: none"> <li>○Communication and Collaboration                             <ul style="list-style-type: none"> <li>▪ Communicate Clearly      ▪ Work Effectively in Diverse Teams</li> <li>▪ Collaborate with Others      ○Productivity and Accountability</li> </ul> </li> <li>□ <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> <li>▪ Access and Evaluate Information</li> <li>▪ Use and Manage Information</li> <li>▪ Be Responsible to Others</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Interact with others</li> <li>▪ Manage Projects      ○Information Literacy      ▪ Produce Results</li> <li>○Leadership and Responsibility</li> <li>▪ Guide and Lead Others</li> </ul>
<p><b>**Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.</b></p>	

<b>Unit Title:</b> Unit 2- Science of Sound	<b>Grade Level:</b> Six - Eight	<b>Time Frame:</b> 6 weeks
<p><b>Standard:</b>  WIDA ELD Standard 2: Language of Language Arts– ELLs communicate for information, ideas, and concepts necessary for academic success in the content area of Language Arts  WIDA ELD Standard 4: The Language of Science– ELLs communicate for information, ideas, and concepts necessary for academic success in the content area of Science</p>		
<p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>☐ Students will be able to describe how sound works using appropriate academic vocabulary and visual support</li> </ul>	<p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>☐ Why is it important to learn about the parts of the body?</li> </ul>	
<p><b>Cumulative Progress Indicators:</b>  At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> <li>• Pictorial or graphic representation of the language of story genres</li> <li>• Words, phrases, or chunks of language when presented with directions</li> <li>• WH- questions or statements with visual support</li> <li>• General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs</li> <li>• Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> <li>• Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers</li> </ul>	<p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Science vocabulary related to sound and the ear</li> <li>• Match vocabulary to definition</li> <li>• Use pictures for meaning</li> <li>• Action words as directions</li> <li>• Singular and plural nouns</li> <li>• Identify properties of sound</li> <li>• Identify parts of the ear</li> <li>• Comparatives and superlatives</li> <li>• Count and non-count nouns</li> <li>• Recognize cause and effect</li> <li>• Read a bar graph</li> </ul>	

**Suggested Tasks and Activities:**

- Social/Instructional Language – TPR, games
- Literacy – phonics, phonemic awareness, concepts of print, TPR cards, high-frequency words, comprehension strategies
- Writing – drawing/writing response, shared writing, independent writing
- Science – labeling parts of the ear on diagram, draw/sequence the process of hearing sound
- Unit test
- Oral participation in songs, chants, games
- Draw and label a family tree using pictures/words/sentences
- Written assignments
- Workbook pages

**Assessments:**

**Demonstration of Learning**

**Listening**

**Level 1-**

- Match social language to visual/graphic displays □
- Identify objects, people, or places from oral statements/questions using □
- Match instructional language with visual representation (e.g., “Use a sharpened pencil.”)

**Level 2-**

- Classify/sort content-related visuals per oral descriptions □ **Level 3**
- Sequence visuals per oral directions □ State opinions
- Identify information on charts or tables based on oral statements □

**Level 3-**

- Categorize content-based examples from oral directions □ **Level 4**
- Identify everyday examples of content-based concepts described orally □
- Explain outcomes

**Level 4**

- Identify main ideas and details of oral discourse **Level 5**
- Complete content-related tasks or assignments based on oral discourse □

**Level 5**

- Use oral information to accomplish grade-level tasks

**Speaking**

**Level 1**

- Begin to use general and high frequency vocabulary
- Answer select WH-questions (e.g., “who,” “what,” “when,” gestures (e.g., pointing) “where”) within context of lessons or personal experiences

**Level 2**

- Convey content through high frequency words/phrases
- State big/main ideas of classroom conversation

- Connect ideas in discourse using transitions (e.g., “but,” “then”)

- State big/main ideas with some supporting details

- Connect ideas with supporting details/evidence

- Defend a point of view and give reasons

- Communicate with fluency in social and academic contexts

## English Language Learner Curriculum 2017-2018

### **Reading Level**

- 1**
- Match content-related objects/pictures to words
  - Use picture dictionaries/illustrated glossaries
- Level 2**
- Find information from text structure (e.g., titles, graphs, glossary)
  - Use pre-taught vocabulary (e.g., word banks) to complete simple sentences
  - Use bilingual dictionaries and glossaries
- Level 3**
- Use context clues
  - Make predictions based on illustrated text
  - Use English dictionaries and glossaries
  - Level 4
  - Identify summaries of passages
  - Identify figurative language (e.g., “dark as night”)
  - Identify specific language of different genres and informational texts
- Level 5**
- Differentiate and apply multiple meanings of words/phrases
  - Infer meaning from modified grade-level text

### **Writing**

- Level 1**
- Draw content-related pictures
  - Produce high-frequency words
  - Create vocabulary/concept cards
- Level 2**
- Complete pattern sentences
  - Complete graphic organizers/forms with personal information
- Level 3**
- Produce short paragraphs with main ideas and some details (e.g., column notes)
  - Explain steps in problem-solving
  - Compare/contrast information, events, characters
- Level 4**
- Create multiple-paragraph essays
  - Use details/examples to support ideas
- Level 5**
- Begin using analogies
  - Critique literary essays or articles

### **Tech Integration:**

SmartBoard, online picture dictionary, online language translator

### **Resources:**

- Milestones - Teacher's Guide
- Supplemental materials
- Class CD
- connectED Online
- Picture cards
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

English Language Learner Curriculum 2017-2018

Content Area: ELL	Grade Level : Six - Eight
<b>Unit Title:</b> Water	
<p><b>Interdisciplinary Connections:</b></p> <p><b>English Language Arts Connections:</b></p> <p><b>Writing</b></p> <p>CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>Speaking and Listening</b></p> <p>CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas:</p> <p>CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	



**21<sup>st</sup> Century Themes:**

- Global Awareness      ○ICT Literacy

**21<sup>st</sup> Century Skills:**

**Apply Technology Effectively**

- Learning and Innovation Skills

- **Creativity and Innovation**      □ Life and Career Skills
  - Think critically      ○Flexibility and Adaptability
  - Work Creatively with Others      ▪ Adapt to Change
  - Implement Innovations      ▪ Be Flexible
- **Critical Thinking and Problem Solving**      ○Initiative and Self-Direction
  - Reason Effectively      ▪ Manage Goals and Time
  - Use Systems Thinking      ▪ Work Independently
  - Make Judgments and Decisions      ▪ Be Self-directed Learners
  - Solve Problems      ○Social and Cross Cultural Skills

- Communication and Collaboration

- Interact with others

- Communicate Clearly      ▪ Work Effectively in Diverse Teams
- Collaborate with Others      ○Productivity and Accountability

- Information, Media and Technology Skills

- Manage Projects      ○Information Literacy      ▪ Produce Results

- Access and Evaluate Information      ○Leadership and Responsibility
- Use and Manage Information      ▪ Guide and Lead Others
- Be Responsible to Others

**\*\*Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

Unit Title: Unit 3- Water	Grade Level: Six - Eight	Time Frame: 6 weeks
<p><b>Standard:</b>                      WIDA ELD Standard 2: Language of Language Arts– ELLs communicate for information, ideas, and concepts necessary for academic success in the content area of Language Arts                      WIDA ELD Standard 4: The Language of Science– ELLs communicate for information, ideas, and concepts necessary for academic success in the content area of Science</p>		
<p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>☐ Students will be able to describe characteristics of water and how it is a vital resource using appropriate academic vocabulary and visual support</li> </ul>	<p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>☐ Why is it important to learn about water as a resource?</li> </ul>	
<p><b>Cumulative Progress Indicators:</b>                      At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> <li>• Pictorial or graphic representation of the language of story genres</li> <li>• Words, phrases, or chunks of language when presented with directions</li> <li>• WH- questions or statements with visual support</li> <li>• General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs</li> <li>• Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> <li>• Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers</li> </ul>	<p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Science vocabulary related to water</li> <li>• Match vocabulary to definition</li> <li>• Identify properties of water</li> <li>• Identify and describe the characteristics of the different bodies of water</li> <li>• Name ways water is used</li> <li>• Infinitives</li> <li>• Simple present tense verbs</li> <li>• Recognize supporting details</li> <li>• Use context to get meaning</li> </ul>	

**Suggested Tasks and Activities:**

- Social/Instructional Language – TPR, games
- Literacy – phonics, phonemic awareness, concepts of print, TPR cards, high-frequency words, comprehension strategies
- Writing – drawing/writing response, shared writing, independent writing □ Science – labeling bodies of water, salt water experiment

**Assessments:**

- Unit test
- Oral participation in songs, chants, games
- Draw and label a family tree using pictures/words/sentences
- Written assignments
- Workbook pages

**Demonstration of Learning**

**Listening**

**Level 1-**

- Match social language to visual/graphic displays □
- Identify objects, people, or places from oral statements/questions using □
- Match instructional language with visual representation (e.g., “Use a sharpened pencil.”)

**Level 2-**

- Classify/sort content-related visuals per oral descriptions □
- Sequence visuals per oral directions □
- Identify information on charts or tables based on oral statements □

**Level 3-**

- Categorize content-based examples from oral directions □
- Identify everyday examples of content-based concepts described orally □
- Identify main ideas and details of oral discourse □
- Complete content-related tasks or assignments based on oral discourse □

**Level 4**

- Use oral information to accomplish grade-level tasks

**Level 5**

- Use oral information to accomplish grade-level tasks

**Speaking**

**Level 1**

- Begin to use general and high frequency vocabulary
- Answer select WH-questions (e.g., “who,” “what,” “when,” gestures (e.g., pointing) “where”) within context of lessons or personal experiences

**Level 2**

- Convey content through high frequency words/phrases
- State big/main ideas of classroom conversation

**Level 3**

- State opinions
- Connect ideas in discourse using transitions (e.g., “but,” “then”)
- State big/main ideas with some supporting details

**Level 4**

- Explain outcomes
- Paraphrase and summarize ideas presented orally □ Associate oral language with different time frames (e.g., past, present, future) □
- Connect ideas with supporting details/evidence

**Level 5**

- Defend a point of view and give reasons
- Communicate with fluency in social and academic contexts

English Language Learner Curriculum 2017-2018

**Reading Level**

- 1**
- Match content-related objects/pictures to words
  - Use picture dictionaries/illustrated glossaries
- Level 2**
- Find information from text structure (e.g., titles, graphs, glossary)
  - Use pre-taught vocabulary (e.g., word banks) to complete simple sentences
  - Use bilingual dictionaries and glossaries
- Level 3**
- Use context clues
  - Make predictions based on illustrated text
  - Use English dictionaries and glossaries
  - Level 4
  - Identify summaries of passages
  - Identify figurative language (e.g., “dark as night”)
  - Identify specific language of different genres and informational texts
- Level 5**
- Differentiate and apply multiple meanings of words/phrases
  - Infer meaning from modified grade-level text

**Writing**

- Level 1**
- Draw content-related pictures
  - Produce high-frequency words
  - Create vocabulary/concept cards
- Level 2**
- Complete pattern sentences
  - Complete graphic organizers/forms with personal information
- Level 3**
- Produce short paragraphs with main ideas and some details (e.g., column notes)
  - Explain steps in problem-solving
  - Compare/contrast information, events, characters
- Level 4**
- Create multiple-paragraph essays
  - Use details/examples to support ideas
- Level 5**
- Begin using analogies
  - Critique literary essays or articles

**Tech Integration:**

SmartBoard, online picture dictionary, online language translator

**Resources:**

- Milestones - Teacher's Guide
- Supplemental materials
- Class CD
- connectED Online
- Picture cards
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

English Language Learner Curriculum 2017-2018

Content Area: ELL	Grade Level : Six - Eight
<b>Unit Title:</b> Reading and Writing Stories	
<p><b>Interdisciplinary Connections:</b></p> <p><b>English Language Arts Connections:</b></p> <p><b>Writing</b></p> <p>CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>Speaking and Listening</b></p> <p>CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas:</p> <p>CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	

**21<sup>st</sup> Century Themes:**

- Global Awareness      ○ICT Literacy

**21<sup>st</sup> Century Skills:**

**Apply Technology Effectively**

- Learning and Innovation Skills

- **Creativity and Innovation**      □ Life and Career Skills
  - Think critically      ○Flexibility and Adaptability
  - Work Creatively with Others      ▪ Adapt to Change
  - Implement Innovations      ▪ Be Flexible
- **Critical Thinking and Problem Solving**      ○Initiative and Self-Direction
  - Reason Effectively      ▪ Manage Goals and Time
  - Use Systems Thinking      ▪ Work Independently
  - Make Judgments and Decisions      ▪ Be Self-directed Learners
  - Solve Problems      ○Social and Cross Cultural Skills

- Communication and Collaboration      ▪ Interact with others
  - Communicate Clearly      ▪ Work Effectively in Diverse Teams
  - Collaborate with Others      ○Productivity and Accountability

- Information, Media and Technology Skills      ▪ Manage Projects      ○Information Literacy      ▪ Produce Results
  - Access and Evaluate Information      ○Leadership and Responsibility
  - Use and Manage Information      ▪ Guide and Lead Others
  - Be Responsible to Others

**\*\*Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

<b>Unit Title:</b> Unit 4- Reading and Writing Stories		<b>Grade Level:</b> Six - Eight	<b>Time Frame:</b> 8 weeks
<b>Standard:</b> WIDA ELD Standard 2: Language of Language Arts– ELLs communicate for information, ideas, and concepts necessary for academic success in the content area of Language Arts WIDA ELD Standard 4: The Language of Science– ELLs communicate for information, ideas, and concepts necessary for academic success in the content area of Science			
<b>Enduring Understanding:</b> <input type="checkbox"/> Students will be able to describe story genres and story elements how using appropriate academic vocabulary and visual support		<b>Essential Question:</b> <input type="checkbox"/> How can we be better readers and writers of different story genres?	
<b>Cumulative Progress Indicators:</b> At the given level of English language proficiency, ELLs will process, understand, produce or use: <ul style="list-style-type: none"> <li>• Pictorial or graphic representation of the language of story genres</li> <li>• Words, phrases, or chunks of language when presented with directions</li> <li>• WH- questions or statements with visual support</li> <li>• General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs</li> <li>• Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> </ul>		<b>Knowledge and Skills:</b> <ul style="list-style-type: none"> <li>• Academic vocabulary related to reading and writing</li> <li>• Match vocabulary to definition</li> <li>• Identify story elements</li> <li>• Describe story genres</li> <li>• Contrast between fiction and nonfiction</li> <li>• Identify parts of a dictionary</li> <li>• Infinitives</li> <li>• Report information</li> <li>• Recall a plot</li> <li>• Subject/verb agreement – is/are</li> <li>• Present tense verbs</li> </ul>	
<input type="checkbox"/> Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers		<input type="checkbox"/> Idioms	



**Suggested Tasks and Activities:**

- Social/Instructional Language – TPR, games
- Literacy – phonics, phonemic awareness, concepts of print, TPR cards, high-frequency words, comprehension strategies
- Writing – drawing/writing response, shared writing, independent writing □ Science – labeling bodies of water, salt water experiment

**Assessments:**

- Unit test
- Oral participation in songs, chants, games
- Draw and label a family tree using pictures/words/sentences
- Written assignments
- Workbook pages

**Demonstration of Learning**

**Listening**

**Level 1-**

- Match social language to visual/graphic displays □
- Identify objects, people, or places from oral statements/questions using □
- Match instructional language with visual representation (e.g., “Use a sharpened pencil.”)

**Level 2-**

- Classify/sort content-related visuals per oral descriptions □
- Sequence visuals per oral directions □
- Identify information on charts or tables based on oral statements

**Level 3-**

- Categorize content-based examples from oral directions □
- Identify everyday examples of content-based concepts described orally □
- Complete content-related tasks or assignments based on oral discourse □

**Level 4**

- Identify main ideas and details of oral discourse □
- Complete content-related tasks or assignments based on oral discourse □

**Level 5**

**Speaking**

**Level 1**

- Begin to use general and high frequency vocabulary
- Answer select WH-questions (e.g., “who,” “what,” “when,” gestures (e.g., pointing) “where”) within context of lessons or personal experiences

**Level 2**

- Convey content through high frequency words/phrases
- State big/main ideas of classroom conversation

**Level 3**

- Connect ideas in discourse using transitions (e.g., “but,” “then”)
- State big/main ideas with some supporting details

**Level 4**

- Paraphrase and summarize ideas presented orally □
- Associate oral language with different time frames (e.g., past, present, future) □
- Explain outcomes

**Level 5**

- Connect ideas with supporting details/evidence
- Defend a point of view and give reasons
- Communicate with fluency in social and academic contexts
- Use oral information to accomplish grade-level tasks

**Reading Level**

- 1**
- Match content-related objects/pictures to words
  - Use picture dictionaries/illustrated glossaries
- Level 2**
- Find information from text structure (e.g., titles, graphs, glossary)
  - Use pre-taught vocabulary (e.g., word banks) to complete simple sentences
  - Use bilingual dictionaries and glossaries
- Level 3**
- Use context clues
  - Make predictions based on illustrated text
  - Use English dictionaries and glossaries
  - Level 4
  - Identify summaries of passages
  - Identify figurative language (e.g., “dark as night”)
  - Identify specific language of different genres and informational texts
- Level 5**
- Differentiate and apply multiple meanings of words/phrases
  - Infer meaning from modified grade-level text

**Writing**

- Level 1**
- Draw content-related pictures
  - Produce high-frequency words
  - Create vocabulary/concept cards
- Level 2**
- Complete pattern sentences
  - Complete graphic organizers/forms with personal information
- Level 3**
- Produce short paragraphs with main ideas and some details (e.g., column notes)
  - Explain steps in problem-solving
  - Compare/contrast information, events, characters
- Level 4**
- Create multiple-paragraph essays
  - Use details/examples to support ideas
- Level 5**
- Begin using analogies
  - Critique literary essays or articles

**Tech Integration:**

SmartBoard, online picture dictionary, online language translator

**Resources:**

- Milestones - Teacher's Guide
- Supplemental materials
- Class CD
- connectED Online
- Picture cards
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

English Language Learner Curriculum 2017-2018

Content Area: ELL	Grade Level : Six - Eight
<b>Unit Title:</b> Explorers	
<b>Interdisciplinary Connections:</b> <b>English Language Arts Connections:</b> <b>Writing</b> CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <b>Speaking and Listening</b> CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas: CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	

**21<sup>st</sup> Century Themes:**

- Global Awareness      ○ICT Literacy

**21<sup>st</sup> Century Skills:**

**Apply Technology Effectively**

- Learning and Innovation Skills

- Creativity and Innovation      □ Life and Career Skills
  - Think critically      ○Flexibility and Adaptability
  - Work Creatively with Others      ▪ Adapt to Change
  - Implement Innovations      ▪ Be Flexible
- Critical Thinking and Problem Solving      ○Initiative and Self-Direction
  - Reason Effectively      ▪ Manage Goals and Time
  - Use Systems Thinking      ▪ Work Independently
  - Make Judgments and Decisions      ▪ Be Self-directed Learners
  - Solve Problems      ○Social and Cross Cultural Skills

- Communication and Collaboration      ▪ Interact with others
  - Communicate Clearly      ▪ Work Effectively in Diverse Teams
  - Collaborate with Others      ○Productivity and Accountability

- Information, Media and Technology Skills      ▪ Manage Projects      ○Information Literacy      ▪ Produce Results
  - Access and Evaluate Information      ○Leadership and Responsibility
  - Use and Manage Information      ▪ Guide and Lead Others
  - Be Responsible to Others

**\*\*Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use

Unit Title: Unit 5- Explorers	Grade Level: Six - Eight	Time Frame: 6 weeks
<p><b>Standard:</b>  <b>Standard:</b> WIDA ELD Standard 1: Social and Instructional Language – ELLs communicate for Social and Instructional purposes within the school setting            Standard 2: Language Arts: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.            Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>		
<p><b>Enduring Understanding:</b>  <input type="checkbox"/> Students will be able to understand language related to exploration.</p>	<p><b>Essential Questions:</b>  <input type="checkbox"/> What language do students need in order to demonstrate comprehension and engage in the topic of exploration?</p>	
<p><b>Cumulative Progress Indicators:</b>            At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> <li>• Pictorial or graphic representation of the language of story genres</li> <li>• Words, phrases, or chunks of language when presented with directions</li> <li>• WH- questions or statements with visual support</li> <li>• General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs</li> <li>• Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> <li>• Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers</li> </ul>	<p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Map skills</li> <li>• Describe historical figures and events</li> <li>• Identify locations of land and bodies of water</li> <li>• Explain how a compass</li> <li>• Tell why the Indies were important</li> <li>• Identify Columbus and describe his voyage</li> <li>• Key Vocabulary- discovering, gold, silk, spices, voyage, sailed, crew, deck, record, lowered</li> <li>• Using nouns, verbs, prepositions, adjectives, etc. when we read, write, listen and speak</li> </ul>	

**Suggested Tasks and Activities:**

- Social/Instructional Language – TPR, games
- Literacy – phonics, phonemic awareness, concepts of print, TPR cards, high-frequency words, comprehension strategies □ Writing – drawing/writing response, independent writing
- Social Studies- picture books on explorations in the past, present, and future; plan a voyage of exploration; Identify locations on a map;

**Assessments:**

- Unit test
- Oral participation in songs, chants, games
- Draw and label a family tree using pictures/words/sentences
- Written assignments
- Workbook pages

**Demonstration of Learning**

**Listening**

**Level 1-**

- Match social language to visual/graphic displays □
- Identify objects, people, or places from oral statements/questions using □ (pointing) “where”) within context of lessons or personal experiences
- Match instructional language with visual representation (e.g., “Use a sharpened pencil.”)

**Level 2-**

- Classify/sort content-related visuals per oral descriptions □ **Level 3**
- Sequence visuals per oral directions □ State opinions
- Identify information on charts or tables based on oral statements □

**Level 3-**

- Categorize content-based examples from oral directions □ **Level 4**
- Identify everyday examples of content-based concepts described orally □
- Identify everyday examples of content-based concepts described orally □ language with different time frames (e.g., past, present, future) □

**Level 4**

- Identify main ideas and details of oral discourse **Level 5**
- Complete content-related tasks or assignments based on oral discourse □

**Level 5**

- Use oral information to accomplish grade-level tasks

**Speaking**

**Level 1**

- Begin to use general and high frequency vocabulary
- Answer select WH-questions (e.g., “who,” “what,” “when,” gestures (e.g.,

**Level 2**

- Convey content through high frequency words/phrases
- State big/main ideas of classroom conversation

- Connect ideas in discourse using transitions (e.g., “but,” “then”)

- State big/main ideas with some supporting details

- Paraphrase and summarize ideas presented orally □ Associate oral

- Explain outcomes

- Connect ideas with supporting details/evidence

- Defend a point of view and give reasons

- Communicate with fluency in social and academic contexts

## English Language Learner Curriculum 2017-2018

### **Reading Level**

#### **1**

- Match content-related objects/pictures to words
- Use picture dictionaries/illustrated glossaries

#### **Level 2**

- Find information from text structure (e.g., titles, graphs, glossary)
- Use pre-taught vocabulary (e.g., word banks) to complete simple sentences
- Use bilingual dictionaries and glossaries

#### **Level 3**

- Use context clues
- Make predictions based on illustrated text
- Use English dictionaries and glossaries
- Level 4
- Identify summaries of passages
- Identify figurative language (e.g., “dark as night”)
- Identify specific language of different genres and informational texts

#### **Level 5**

- Differentiate and apply multiple meanings of words/phrases
- Infer meaning from modified grade-level text

### **Writing**

#### **Level 1**

- Draw content-related pictures
- Produce high-frequency words
- Create vocabulary/concept cards

#### **Level 2**

- Complete pattern sentences
- Complete graphic organizers/forms with personal information

#### **Level 3**

- Produce short paragraphs with main ideas and some details (e.g., column notes)
- Explain steps in problem-solving
- Compare/contrast information, events, characters

#### **Level 4**

- Create multiple-paragraph essays
- Use details/examples to support ideas

#### **Level 5**

- Begin using analogies
- Critique literary essays or articles

### **Tech Integration:**

SmartBoard, online picture dictionary, online language translator

### **Resources:**

- Milestones - Teacher's Guide
- Supplemental materials
- Class CD
- connectED Online
- Picture cards
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary



English Language Learner Curriculum 2017-2018

**Content Area: ELL**

**Grade Level : Six - Eight**

**Unit Title:** Immigration: Then and Now- Settling America

**Interdisciplinary Connections:**

**English Language Arts Connections:**

**Writing**

CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas:

CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**21<sup>st</sup> Century Themes:**

- Global Awareness      ○ICT Literacy

**21<sup>st</sup> Century Skills:**

**Apply Technology Effectively**

- Learning and Innovation Skills

- Creativity and Innovation      □ Life and Career Skills
  - Think critically      ○Flexibility and Adaptability
  - Work Creatively with Others      ▪ Adapt to Change
  - Implement Innovations      ▪ Be Flexible
- Critical Thinking and Problem Solving      ○Initiative and Self-Direction
  - Reason Effectively      ▪ Manage Goals and Time

- Use Systems Thinking      ▪ Work Independently
- Make Judgments and Decisions      ▪ Be Self-directed Learners
- Solve Problems      ○Social and Cross Cultural Skills      ○Communication and Collaboration      ▪ Interact with others
- Communicate Clearly      ▪ Work Effectively in Diverse Teams
- Collaborate with Others      ○Productivity and Accountability

- Information, Media and Technology Skills      ▪ Manage Projects      ○Information Literacy      ▪ Produce Results
  - Access and Evaluate Information      ○Leadership and Responsibility
  - Use and Manage Information      ▪ Guide and Lead Others
  - Be Responsible to Others

**\*\*Please see Appendix A for modifications and accommodations for Gifted and Talented, ELL Learners, students with disabilities and students at risk for failure.**

Unit Title: Unit 6- Immigration: Then and Now- Settling America	Grade Level: Six - Eight	Time Frame: 6 weeks
<p><b>Standards:</b>                      WIDA ELD Standard 2: Language of Language Arts– ELLs communicate for information, ideas, and concepts necessary for academic success in the content area of Language Arts                      WIDA ELD Standard 5: The Language of Social Studies– ELLs communicate for information, ideas, and concepts necessary for academic success in the content area of Social Studies</p>		
<p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>☐ Students will be able to explain reasons why settlers and later immigrants came to America using appropriate academic vocabulary and visual support</li> </ul>	<p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>☐ How can I relate my experiences to early settlers and immigrants on coming to America?</li> </ul>	
<p><b>Cumulative Progress Indicators:</b>                      At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> <li>• Pictorial or graphic representation of the language of story genres</li> <li>• Words, phrases, or chunks of language when presented with directions</li> <li>• WH- questions or statements with visual support</li> <li>• General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs</li> <li>• Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> <li>• Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers</li> </ul>	<p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Academic vocabulary related to early settlers and immigration</li> <li>• Match vocabulary to definition</li> <li>• Name countries from which settlers came</li> <li>• Explain reasons why people came to America</li> <li>• Compare and contrast first settlers and immigrants</li> <li>• Action verbs</li> <li>• Regular and irregular past tense verbs</li> <li>• Past progressive verb tense</li> <li>• Read a map</li> <li>• Text-to-self connection</li> <li>• Nationalities ending in –ese and -an</li> <li>• Capitalization</li> <li>• Infinitives</li> <li>• Read a timeline and pie chart</li> <li>• Understand percentages</li> </ul>	

**Suggested Tasks and Activities:**

- Social/Instructional Language – TPR, games
- Literacy – phonics, phonemic awareness, concepts of print, TPR cards, high-frequency words, comprehension strategies
- Writing – drawing/writing response, shared writing, independent writing
- Social Studies – create a route on a map of your family's travels to America
- Unit test
- Oral participation in songs, chants, games
- Draw and label a family tree using pictures/words/sentences
- Written assignments
- Workbook pages

**Assessments:**

**Demonstration of Learning**

**Listening**

**Level 1-**

- Match social language to visual/graphic displays □
- Identify objects, people, or places from oral statements/questions using □ Answer select WH-questions (e.g., “who,” “what,” “when,” gestures (e.g., pointing) “where”) within context of lessons or personal experiences
- Match instructional language with visual representation (e.g., “Use a sharpened pencil.”)

**Level 2-**

- Classify/sort content-related visuals per oral descriptions **Level 3**
- Sequence visuals per oral directions □ State opinions
- Identify information on charts or tables based on oral statements □

**Level 3-**

- Categorize content-based examples from oral directions **Level 4**
- Identify everyday examples of content-based concepts described orally □ Explain outcomes
- Identify everyday examples of content-based concepts described orally □ language with different time frames (e.g., past, present, future) □

**Level 4**

- Identify main ideas and details of oral discourse **Level 5**
- Complete content-related tasks or assignments based on oral discourse □

**Level 5**

- Use oral information to accomplish grade-level tasks

**Speaking**

**Level 1**

Begin to use general and high frequency vocabulary  
 □ Answer select WH-questions (e.g., “who,” “what,” “when,” gestures (e.g.,

**Level 2**

- Convey content through high frequency words/phrases
- State big/main ideas of classroom conversation

Connect ideas in discourse using transitions (e.g., “but,” “then”)

- State big/main ideas with some supporting details

Paraphrase and summarize ideas presented orally □ Associate oral

- Connect ideas with supporting details/evidence

Defend a point of view and give reasons

- Communicate with fluency in social and academic contexts

## English Language Learner Curriculum 2017-2018

### **Reading Level**

#### **1**

- Match content-related objects/pictures to words
- Use picture dictionaries/illustrated glossaries

#### **Level 2**

- Find information from text structure (e.g., titles, graphs, glossary)
- Use pre-taught vocabulary (e.g., word banks) to complete simple sentences
- Use bilingual dictionaries and glossaries

#### **Level 3**

- Use context clues
- Make predictions based on illustrated text
- Use English dictionaries and glossaries
- Level 4
- Identify summaries of passages
- Identify figurative language (e.g., “dark as night”)
- Identify specific language of different genres and informational texts

#### **Level 5**

- Differentiate and apply multiple meanings of words/phrases
- Infer meaning from modified grade-level text

### **Writing**

#### **Level 1**

- Draw content-related pictures
- Produce high-frequency words
- Create vocabulary/concept cards

#### **Level 2**

- Complete pattern sentences
- Complete graphic organizers/forms with personal information

#### **Level 3**

- Produce short paragraphs with main ideas and some details (e.g., column notes)
- Explain steps in problem-solving
- Compare/contrast information, events, characters

#### **Level 4**

- Create multiple-paragraph essays
- Use details/examples to support ideas

#### **Level 5**

- Begin using analogies
- Critique literary essays or articles

### **Tech Integration:**

SmartBoard, online picture dictionary, online language translator

### **Resources:**

- Milestones - Teacher's Guide
- supplemental materials
- Class CD
- connectED Online
- Picture cards
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

## Appendix A

Differentiation/Accommodations/Modifications- ESL			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities</b> Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p>	<p><b>Modifications for Classroom</b></p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Preteach vocabulary</p> <p>Use graphic organizers or other visual models</p> <p>Use of manipulatives to visualize concept</p> <p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses (thumbs up/down)</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine concepts</p> <p>Breakdown large assignments into smaller tasks</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p>	<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete</p>

English Language Learner Curriculum 2017-2018

	<p>Breakdown large assignments into smaller tasks</p> <p><b>Modifications for Homework/Assignments</b></p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Modify linguistic complexity</p> <p>Use of dictionary as needed</p> <p>Use of multimedia presentation</p> <p>Use of lab or experiments to give visual representation of concept</p>	<p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Use of multimedia presentation</p> <p>Use of mnemonic tricks to improve memory</p> <p><b>Modifications for Homework and Assignments</b></p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p>	<p>assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to review assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Use of multimedia presentation</p> <p><b>Modifications for Homework and Assignments</b></p>
--	---	---	---



English Language Learner Curriculum 2017-2018

		<p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p><b>Modifications for Assessments</b>          Extended time on classroom tests and quizzes.</p> <p>Use oral assessments or other forms of assessment</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>	<p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p><b>Modifications for Assessments</b>          Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
--	--	---	--