

Bridgeton Public Schools

ESL Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Grade level Cluster :		First Grade	Unit #1
Content Area: Language Arts			
Unit Title: Family		Program Design: 30 – 45 minute class period	
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf			
Unit Summary			
In the unit, “Family”, students will learn about own family and connect this knowledge to explore families and cultures around the world. They will make comparisons between their family and families around the world. As they do, they will learn the language necessary to communicate about families and traditions. They will learn how family members impact each other and those around them. They will strengthen their linguistic complexity, vocabulary usage, and language control through activities such as: reading fictional literature and magazine articles, using photographs, writing a postcard, graphing, singing chants and songs, using websites.			
Interdisciplinary Connections: Language Arts, Social Studies, Math			
21 st Century Themes: Global Awareness and Digital Literacy			
Unit Rationale:			
Developing the language to communicate about the families, traditions, and cultures. Language will be taught in the context of family and culture as students develop linguistic complexity, social and academic vocabulary and language control.			
Learning Targets			
WIDA	English Language Development Standards		
ELD Standard 1	English language students (ELLs) communicate for Social and Instructional purposes within the school setting.		
ELD Standard 2	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts .		
ELD Standard 3	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics .		
ELD Standard 4	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Science .		
ELD Standard 5	ELLs communication information, ideas and concepts necessary for academic success in the content area of Social Studies .		
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing		
CCSS	Common Core State Standards: English Language Arts Standards		
RL.1.3	Describe characters, settings, and major events in a story, using key details.		
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.		
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.		
RI.1.5	Know and use various text features (e.g., headings, tables of contents,		

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	glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.10	With prompting and support, informational text of appropriate complexity for grade 1.
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode regularly spelled one-syllable words.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression.
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. f. Use frequently occurring adjectives.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
L.1.5	With guidance and support, b. define words by category and by one or more key attributes. c. Make connections between words and real-life and their use.

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L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).
Related Cultural Content Statements Families and traditions vary across cultures.	
Unit Essential Question What language do students need in order to demonstrate comprehension and engage in the topic of family?	Unit Enduring Understandings <ul style="list-style-type: none"> • Listening, speaking, reading, and writing about the topic of family require specific academic language. • Students are impacted by their families and they impact others.
Evidence of Learning	
Summative Assessment: Students will create posters depicting families and their traditions. Equipment needed: Realia, computers (with multi-media production tools such as Photo Story or Power Point, headphones, and microphones) and digital camera. Teacher Resources: Teacher designed rubric.	
Unit Learning Targets: <ul style="list-style-type: none"> • Students will describe family members using specific vocabulary and key language structures. • Understand and use spoken language related to family traditions and cultures. • Communicate about families across cultures. • Write about one's family. • Share information dealing with family traditions. 	
About the Development of "Family" The development of this unit was inspired by the need to understand and appreciate differences amongst families, their traditions, and cultures.	
Lesson	Timeframe
Lesson 1 Families in Many Cultures	4-5 days
Lesson 2 The World Is Your Family	4-5 days
Lesson 3 Papa and Me	4-5 days
Lesson 4 Postcard to Grandpa	4-5 days
Teacher Note: These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.	

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Curriculum Development Resources

Click the links below to access additional resources:

WIDA Standards www.wida.us

NJCCCS/CC Standards www.13.state.nj.us/NJCCCS

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Grade level Cluster :		First Grade	Unit #2
Content Area: Language Arts			
Unit Title: Living Things		Program Design: 30 – 45 minute class period	
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf			
Unit Summary			
In the unit, “Living Things”, students investigate and discover the characteristics about living things. As they do, they will differentiate between living and nonliving things and their specific characteristics. They will strengthen their linguistic complexity, vocabulary usage, and language control through activities such as: fiction and nonfiction texts, using photographs, following a diagram, creating charts, singing chants and songs, using websites.			
Interdisciplinary Connections: Language Arts, Science, Social Studies, Math			
21 st Century Themes: Global Awareness and Digital Literacy			
Unit Rationale:			
Developing language to communicate about specific characteristics of living things. Language will be taught in the context of nature and how things change as students develop linguistic complexity, social and academic vocabulary and language control.			
Learning Targets			
WIDA	English Language Development Standards		
ELD Standard 1	English language students (ELLs) communicate for Social and Instructional purposes within the school setting.		
ELD Standard 2	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts .		
ELD Standard 3	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics .		
ELD Standard 4	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Science .		
ELD Standard 5	ELLs communication information, ideas and concepts necessary for academic success in the content area of Social Studies .		
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing		
CCSS	Common Core State Standards: English Language Arts Standards		
RL.1.3	Describe characters, settings, and major events in a story, using key details.		
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.		
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.		
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.		

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RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.10	With prompting and support, informational text of appropriate complexity for grade 1.
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode regularly spelled one-syllable words.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression.
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. f. Use frequently occurring adjectives.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
L.1.5	With guidance and support, b. define words by category and by one or more key attributes. c. Make connections between words and real-life and their use.
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring

conjunctions to signal simple relationships (e.g., <i>because</i>).	
Related Cultural Content Statements Plants and food differs depending on the region of the world.	
Unit Essential Question What language do students need in order to demonstrate comprehension and engage in the topic of living things?	Unit Enduring Understandings <ul style="list-style-type: none"> • Listening, speaking, reading, and writing about the topic of living things require specific academic language. • Living things vary by time of the year and environment. • Students' lives are impacted by living things
Evidence of Learning	
Summative Assessment: Students will create a diagram depicting life cycle of a plant. Equipment needed: Realia, computers (with multi-media production tools such as Photo Story or Power Point, headphones, and microphones) and digital camera. Teacher Resources: Teacher designed rubric.	
Unit Learning Targets: <ul style="list-style-type: none"> • Students will describe growing things using specific vocabulary and key language structures. • Understand and use spoken language related to specific characteristics of living things. • Communicate about life cycle of a plant. • Write about life cycle of a plant. • Share information dealing with living things. 	
About the Development of "Living Things" The development of this unit was inspired by the need to understand differences between living and nonliving things.	
Lesson	Timeframe
Lesson 1 Are you Living?	4-5 days
Lesson 2 A Straw Hat	4-5 days
Lesson 3 The Daisy	4-5 days
Lesson 4 Michael Fay and the Giant Redwoods	4-5 days
Teacher Note: These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.	

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Grade level Cluster :		First Grade	Unit # 3
Content Area: Language Arts			
Unit Title: Goods and Services		Program Design: 30 – 45 minute class in all program design	
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf			
Unit Summary			
In the unit, “Goods and Services”, students investigate and discover the characteristics of goods and services. As they do, they will learn the language necessary to identify and express needs and wants, language of buying and selling, transportation, and money. They will strengthen their linguistic complexity, vocabulary usage, and language control through activities such as: reading traditional literature and non-fiction articles, using photographs, assessing monetary values.			
Interdisciplinary Connections: Language Arts, Social Studies, Math, Science			
21 st Century Themes: Global Awareness and Digital Literacy			
Unit Rationale:			
Developing the language to communicate about goods and services. Language will be taught in the context of needs and wants, buying and selling, transportation, and money as students develop linguistic complexity, social and academic vocabulary and language control.			
Learning Targets			
WIDA	English Language Development Standards		
ELD Standard 1	English language students (ELLs) communicate for Social and Instructional purposes within the school setting.		
ELD Standard 2	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts .		
ELD Standard 3	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics .		
ELD Standard 4	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Science .		
ELD Standard 5	ELLs communication information, ideas and concepts necessary for academic success in the content area of Social Studies .		
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing		
CCSS	Common Core State Standards: English Language Arts Standards		
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		
RI.1.1	Ask and answer questions about key details in a text.		
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.		
RF.1.1	Demonstrate understanding of the organization and basic features of print.		

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	a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words. c. Know final –e and common vowel team conventions for representing long vowel sounds.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation.
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use end punctuation for sentences. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).
Related Cultural Content Statements	
Goods, services, and money vary across cultures.	

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Unit Essential Question What language do students need in order to demonstrate comprehension and engage in the topic of goods and services?	Unit Enduring Understandings <ul style="list-style-type: none">• Listening, speaking, reading, and writing about the topic of goods and services require specific academic language.• Goods and services impact students' daily lives.• Money is necessary to purchase goods and services.
Evidence of Learning	
Summative Assessment: Students will create a store and use fake money to purchase goods and to pay for services. Equipment needed: Realia, computers (with multi-media production tools such as Photo Story or Power Point, headphones, and microphones) and digital camera. Teacher Resources: Teacher designed rubric.	
Unit Learning Targets: <ul style="list-style-type: none">• Students will differentiate between needs and wants using specific vocabulary and key language structures.• Understand and use spoken language related to buying and selling.• Draw conclusions about how goods, services, and money impact daily lives.• Evaluate monetary values.• Write a thank you letter.	
About the Development of “Goods and Services” The development of this unit was inspired by the need to understand the importance of goods and services and how they impact students’ lives.	
Lesson	Timeframe
Lesson 1 Needs and Wants	4-5 days
Lesson 2 Buying and Selling	4-5 days
Lesson 3 Transportation	4-5 days
Lesson 4 Money	4-5 days
Teacher Note: These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.	
Curriculum Development Resources Click the links below to access additional resources: WIDA Standards www.wida.us NJCCCS/CC Standards www.13.state.nj.us/NJCCCS	

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Grade level Cluster :		First Grade	Unit #4
Content Area: Language Arts			
Unit Title: Animals Grow		Program Design: 30 – 45 minute class in all program design	
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf			
Unit Summary			
In the unit, “Animals Grow”, students explore changing and growing. As they do, they will learn the language necessary to communicate about changes that occur when an animal grows from a baby to adult and life cycles. They will learn characteristics of specific stages of growth. They will strengthen their linguistic complexity, vocabulary usage, and language control through activities such as: reading fiction and nonfiction texts, using photographs, realia, and electronic resources, singing chants and songs.			
Interdisciplinary Connections: Language Arts, Social Studies, Math, Science			
21 st Century Themes: Global Awareness and Digital Literacy			
Unit Rationale:			
Developing the language to communicate about growing and changing. Language will be taught in the context of growth, changes, and stages of life cycles as students develop linguistic complexity, social and academic vocabulary and language control.			
Learning Targets			
WIDA	English Language Development Standards		
ELD Standard 1	English language students (ELLs) communicate for Social and Instructional purposes within the school setting.		
ELD Standard 2	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts .		
ELD Standard 3	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics .		
ELD Standard 4	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Science .		
ELD Standard 5	ELLs communication information, ideas and concepts necessary for academic success in the content area of Social Studies .		
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing		
CCSS	Common Core State Standards: English Language Arts Standards		
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.		
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.		
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.		

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RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters.
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).

Related Cultural Content Statements

Animals vary across regions.

Unit Essential Question

What language do students need in order to demonstrate comprehension and engage in the topic of growing and changing?

Unit Enduring Understandings

- Listening, speaking, reading, and writing about the topic of growing and changing require specific academic language.
- Students are growing and changing.

Evidence of Learning

Summative Assessment:

Students will create animal life cycle books.

Equipment needed: Realia, computers (with multi-media production tools such as Photo Story or Power Point, headphones, and microphones) and digital camera.

Teacher Resources: Teacher designed rubric.

Unit Learning Targets:

- Students will describe growth stages using specific vocabulary and key language structures.
- Understand and use spoken language related to growth and change.
- Communicate about growth and change.
- Write about life cycle stages.
- Interpret graphs.

About the Development of “Animals Grow”

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The development of this unit was inspired by the need to understand how animals change as they grow.

Lesson	Timeframe
Lesson 1 Ruby in Her Own Time	4-5 days
Lesson 2 Turtles: From Eggs to Ocean	4-5 days
Lesson 3 Life Cycle of a Butterfly	8-10 days

Teacher Note: These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.

Curriculum Development Resources

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Grade level Cluster :		First Grade	Unit # 5
Content Area: Language Arts			
Unit Title: Animal Characteristics		Program Design: 30 – 45 minute class period	
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf			
Unit Summary			
In the unit, “Animal Characteristics”, students investigate and discover specific animal features. As they do, they will learn the language necessary to communicate about similarities and differences amongst animals, animal body parts and coverings, action verbs to describe how they move, and geographic areas associated with some animals. They will strengthen their linguistic complexity, vocabulary usage, and language control through activities such as: reading traditional literature and nonfiction texts, using photographs, writing a n article, singing chants and songs, and using websites.			
Interdisciplinary Connections: Language Arts, Social Studies, Math			
21 st Century Themes: Global Awareness and Digital Literacy			
Unit Rationale:			
Developing the language to communicate about animal characteristics. Language will be taught in the context of specific animal features as students develop linguistic complexity, social and academic vocabulary and language control.			
Learning Targets			
WIDA	English Language Development Standards		
ELD Standard 1	English language students (ELLs) communicate for Social and Instructional purposes within the school setting.		
ELD Standard 2	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts .		
ELD Standard 3	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics .		
ELD Standard 4	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Science .		
ELD Standard 5	ELLs communication information, ideas and concepts necessary for academic success in the content area of Social Studies .		
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing		
CCSS	Common Core State Standards: English Language Arts Standards		
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		
RI.1.1	Ask and answer questions about key details in a text.		
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.		

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RF.1.1	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words. c. Know final –e and common vowel team conventions for representing long vowel sounds.		
RF.1.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.		
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		
SL.1.6	Produce complete sentences when appropriate to task and situation.		
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters.		
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use end punctuation for sentences d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions		
L.1.5	With guidance and support, b. define words by category and by one or more key attributes.		
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).		
Related Cultural Content Statement Animal species vary across regions.			
<table border="1"> <tr> <td data-bbox="164 1680 841 1879"> Unit Essential Question What language do students need in order to demonstrate comprehension and engage in the topic of animal characteristics? </td><td data-bbox="841 1680 1446 1879"> Unit Enduring Understandings <ul style="list-style-type: none"> Listening, speaking, reading, and writing about the topic of animal characteristics require specific academic language. </td></tr> </table>		Unit Essential Question What language do students need in order to demonstrate comprehension and engage in the topic of animal characteristics?	Unit Enduring Understandings <ul style="list-style-type: none"> Listening, speaking, reading, and writing about the topic of animal characteristics require specific academic language.
Unit Essential Question What language do students need in order to demonstrate comprehension and engage in the topic of animal characteristics?	Unit Enduring Understandings <ul style="list-style-type: none"> Listening, speaking, reading, and writing about the topic of animal characteristics require specific academic language. 		

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	<ul style="list-style-type: none"> Animals move in different ways. Animals coexist amongst themselves and people.
Evidence of Learning	
<p>Summative Assessment: Students will create posters depicting mammals and animals born from eggs.</p> <p>Equipment needed: Realia, computers (with multi-media production tools such as Photo Story or Power Point, headphones, and microphones) and digital camera.</p> <p>Teacher Resources: Teacher designed rubric.</p>	
<p>Unit Learning Targets:</p> <ul style="list-style-type: none"> Students will describe animal characteristics using specific vocabulary and key language structures. Understand and use spoken language related to animals and their characteristics. Become familiar with animal body parts and coverings. Compare and contrast similarities and differences amongst animals. Interpret how animal characteristics help them move. 	
<p>About the Development of “Animal Characteristics” The development of this unit was inspired by the need to understand how specific animal characteristics help them survive in their environment.</p>	
Lesson	Timeframe
Lesson 1 For Pete’s Sake	4-5 days
Lesson 2 Alligators	4-5 days
Lesson 3 Slither, Slide, Hop, and Run	4-5 days
Lesson 4 My Crittercam Journal	4-5 days
<p>Teacher Note: These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.</p>	
<p>Curriculum Development Resources Click the links below to access additional resources: WIDA Standards www.wida.us NJCCCS/CC Standards www.13.state.nj.us/NJCCCS</p>	

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