

Bridgeton Public Schools

ESL Curriculum

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

Kindergarten	
Content Area: English as a Second Language	
Unit 1 Title: Step Into School	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 <p>In the unit, “School”, students investigate and discover the characteristics about the school setting and the people who work there. As they do, they will learn the language necessary to communicate about school including school tools, places, and people who work there by using relevant learning opportunities and materials such as: reading traditional literature, investigating the school environment, singing chants and songs, using websites.</p>	
Interdisciplinary Connections: Language Arts, Social Studies 21st Century Themes: Global Awareness and Digital Literacy	
Unit Rationale: <p>Developing the language to communicate about the school setting, school tools, and the people who work in the school environment. Language will be taught in the context of educational setting as students develop linguistic complexity, social and academic vocabulary and language control.</p>	
Learning Targets	
WIDA	English Language Proficiency Standards
ELP Standard 1	English language students (ELLs) communicate for Social and Instructional purposes within the school setting.
ELP Standard 2	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts .
ELP Standard 3	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics .
ELP Standard 4	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Science .
ELP 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
Reading Literature-K.1	With prompting and support, ask and answer questions about key details in a text.
Reading Literature-K.10	Actively engage in group reading activities with purpose and understanding.

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Reading Informational-K.1	With prompting and support, ask and answer questions about key details in a text.
Reading Informational - K.2	With prompting and support, identify the main topic and retell key details of a text.
Reading Informational-K.5	Identify the front cover, back cover, and title page of a book.
Reading Informational-K.10	Actively engage in group reading activities with purpose and understanding.
Reading: Foundational Skills-K.2	Demonstrate understanding of spoken words syllables and sounds (phonemes) <ul style="list-style-type: none"> a. Recognize and produce rhyming words b. Count, pronounce, blend, and segment syllables in spoken words
Writing- K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).
Speaking and Listening- K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
Speaking and Listening- K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
Speaking and Listening- K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
Language-K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> b. Use frequently occurring nouns and verbs. d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).
Language-K.5	With guidance and support from adults, explore word relationships and nuances in word meanings. <ul style="list-style-type: none"> c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
Language-K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Reading Literature-K.1	With prompting and support, ask and answer questions about key details in a text.
Reading Literature-	Actively engage in group reading activities with purpose and

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K.10	understanding.
Reading Informational-K.1	With prompting and support, ask and answer questions about key details in a text.
Reading Informational - K.2	With prompting and support, identify the main topic and retell key details of a text.
Reading Informational-K.5	Identify the front cover, back cover, and title page of a book.
Reading Informational-K.10	Actively engage in group reading activities with purpose and understanding.
Reading: Foundational Skills-K.2	Demonstrate understanding of spoken words syllables and sounds (phonemes) c. Recognize and produce rhyming words d. Count, pronounce, blend, and segment syllables in spoken words
Related Cultural Content Statements School settings vary across cultures.	
Unit Essential Question What language do students need in order to demonstrate comprehension and engage in the topic of School?	Unit Enduring Understandings <ul style="list-style-type: none"> • Listening, speaking, reading, and writing about the topic of school require specific academic language. • Students are part of the school environment. • Specific language is used in the school setting.
Evidence of Learning	
Summative Assessment: Unit 1 Performance-Based Assessment: Students will use realia and digital illustrations to describe tools used in school, school places, and people who work there. LET'S GO TO SCHOOL vocabulary builder and manipulatives. 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 tools used in school, school places, and people who work there using specific vocabulary and key language structures. • Understand and use spoken language in an educational setting. • Communicate with school workers. • Compare and contrast tools and places around the school. • Share information dealing with school setting. 	

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About the Development of “School”

The development of this unit was inspired by the need to understand the school environment and its specific language.

Lesson	Timeframe
Lesson 1 Tools Used in School	4- 5 days
Lesson 2 School Places	4- 5 days
Lesson 3 School Workers	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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Kindergarten	
Content Area: English as a Second Language	
Unit 2 Title: My Family and Me	Program Design: 30-45 minute class in all program designs.
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf	
Unit Summary : In the unit, “Mt Family and Me”, students investigate and discover the characteristics about a family as they relate to their own experiences. As they do, they relate to the family around them and beyond by using relevant learning opportunities and materials such as: investigating different kinds of families, different holidays, different traditions, different feelings, and different foods, matching, sorting, size, , reading family literature, singing chants and songs, using websites and Web 2.0 tools. As they learn through experiences and sharing, they acquire language and content in all four domains while at the same time addressing all the WIDA Standards.	
Interdisciplinary Connections: Language Arts, Science, Social Studies 21st Century Themes: Global Awareness and Digital Literacy	
Unit Rationale: Developing language to communicate the kinds of families with traditions and activities that take place as an integral piece of accessing and conveying information about their families. Language will be taught in the context of the family as students develop linguistic complexity, social and academic vocabulary and language control.	
Learning Targets	
WIDA	English Language Proficiency Standards
ELD Standard #1	English language learners communicate English for <i>SOCIAL AND INSTRUCTIONAL</i> purposes within the school setting
ELD Standard #2:	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <i>LANGUAGE ARTS</i>
ELD Standard #4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <i>SCIENCE</i> .
ELD Standard #5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <i>SOCIAL STUDIES</i>
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing
CCSS	Common Core State Standard
Reading Literature- K.1	With prompting and support, ask and answer questions about key details in a text.
Reading Literature - K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (ie what person, place, thing, or idea in the text an illustration depicts)
Reading Informational- K.1	With prompting and support, ask and answer questions about key details in a

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	text.
Reading Informational - K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (ie what person, place, thing, or idea in the text an illustration depicts)
Reading: Foundational Skills- K.1	Demonstrate understanding of the organization and basic features of print. a. Follow words from left to write, top to bottom, and page by page. b. Print many upper and lowercase letters c. Understand that words are separated by spaces in print.
Reading: Foundational Skills- K.3	Know and apply grade-level phonics and word analysis skills in decoding words. c. Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are)
Writing- K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).
Speaking and Listening- K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
Speaking and Listening- K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Language-K.1	Demonstrate conventions of standard English grammar and usage when writing and speaking a. Print many upper and lowercase letters d. Use frequently occurring nouns and verbs

Related Cultural Content Statements: Family settings 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

- Listening, speaking, reading, and writing about the required specific academic language.

Evidence of Learning

Summative Assessment:

Unit 2

Performance-Based Assessment:

Students will create an illustrated class book about their family with audio support and present to peers.

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

Teacher Resources: Teacher Designed Rubric, Smartboard

Unit Learning Targets:

- Students will create an illustrated class book about their family and present to their peers.

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- Understand and interpret spoken language dealing with the family.
- Compare and contrast difference of family members.
- Share information dealing with kinds of members, feelings, customs and traditions with peers.
- Present their completed class book about their town orally and in writing and digital forms to peer in the mainstream classroom and to family members.

Lesson	Timeframe
Lesson 1 My Family	3-5 days
Lesson 2 Feelings	2-5 days
Lesson 3 Family Activities	3-5 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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Kindergarten	
Content Area: English as a Second Language	
Unit 3 Title: Visit the Farm	Program Design: 30-45 minute class in all program designs
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf	
Unit Summary : In the unit, "Farm Animals", students learn the language and vocabulary needed to talk about animals. Students will engage in learning opportunities: reading traditional literature, singing chants and songs, using websites, viewing educational video, computer and technology, playing games. Interdisciplinary Connections: Language Arts, Science, Social Studies 21st Century Themes: Global Awareness and Digital Literacy	
Unit Rationale: Developing language to communicate about animals is an integral piece of accessing and conveying information about local and global issues/topics. Farm animals can be sources of food or recreation. Developing academic vocabulary lends itself to other content areas and things. Language will be taught in the context of the topic of animals and farm animals as students develop linguistic complexity, social and academic vocabulary and language control.	
Learning Targets	
WIDA	English Language Proficiency Standards
ELD Standard #1	English language learners communicate English for <i>SOCIAL AND INSTRUCTIONAL</i> purposes within the school setting
ELD Standard #2:	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <i>LANGUAGE ARTS</i>
ELD Standard #3	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <i>MATHEMATICS.</i>
ELD Standard #4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <i>SCIENCE.</i>
ELD Standard #5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <i>SOCIAL STUDIES</i>
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
Reading Literature- K.1	With prompting and support, ask and answer questions about key details in a text.
Reading Literature- K.2	With prompting and support, retell familiar stories, including key details.

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Reading Literature- K.3	With prompting and support, identify characters, settings, and major events in a story.
Reading Literature- K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)
Reading Literature- K.10	Actively engage in group reading activities with purpose and understanding.
Reading Informational- K.2	With prompting and support, identify the main topic and retell key details.
Reading Informational - K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Reading Informational - K.8	With prompting and support, identify the reason an author gives to support points in a text.
Reading Informational - K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions and procedures)
Reading: Foundational Skills- K.1	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print.
Reading: Foundational Skills- K.2	Demonstrate understanding of spoken words syllables and sounds (phonemes) <ul style="list-style-type: none"> e. Recognize and produce rhyming words
Reading: Foundational Skills- K.3	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> d. Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are)
Writing- K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening- K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about topics and texts under discussion) b. Continue a conversation through multiple exchanges.
Speaking and Listening- K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
Language-K.1	Demonstrate conventions of standard English grammar and usage when writing and speaking <ul style="list-style-type: none"> a. Print many upper and lowercase letters b. Understand question words (interrogatives) (e.g. who, what, where, when why, and how) e. Use most frequently occurring prepositions (e.g., to, from, in, out,

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	on, off, for, of, by, with) f. produce and expand complete sentences in shared language activities
Related Cultural Content Statements: Farm animals and the foods they produce vary by culture. Specific language is used to describe animals and their products.	
Unit Essential Question What language do students need in order to demonstrate comprehension and engage in the topic of Animals?	Unit Enduring Understandings <ul style="list-style-type: none"> Listening, speaking, reading, and writing about the topic of Animals require specific academic language.
Evidence of Learning	
Summative Assessment: Unit 3 Performance-Based Assessment: Students will create an illustrated class book / picture dictionary about farm animals to present to family members.	
Equipment needed: Possibly Computers (with multi-media production tools such as Photo Story or Power Point, headphones, and microphones) and digital camera, smartboards. Teacher Resources: Website (National Geographic)	
Unit Learning Targets: <ul style="list-style-type: none"> Understand and interpret spoken language related to farm animals Share information dealing with farm animals, characteristics of and body parts 	
About the Development of “Farm Animals” The development of this unit was inspired by the importance of farm animals and the language associated with animals and farms and the literature associated with this theme. The content is anchored in social studies concepts, traditional literature and music.	
Lesson	Timeframe
Lesson 1: Characteristics of Farm Animals and a Visit to the Farm	7 days
Lesson 2: Animal Body Parts	8 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: WIDA Standards www.wida.us NJCCCS/CC Standards www.13.state.nj.us/NJCCCS www.13.state.nj.us/NJCCCS/Technologytoolbox	

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Kindergarten	
Content Area: English as a Second Language	
Unit 4 Title: All Kinds of Plants	Program Design: 30-45 minute class in all program designs
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf	
Unit Summary : In the unit “Plants”, students learn the language and vocabulary about plants, their parts, and the environment. Students will engage in learning opportunities: Read traditional literature, sing chants and songs, recite rhymes, use websites, taste foods , grow and tend to plants, participate in scientific inquiry, make connections to math and other disciplines, view educational video, computer and technology, play games that practice and reinforce language acquisition. Interdisciplinary Connections: Language Arts, Science, Math 21st Century Themes: Global Awareness and Digital Literacy	
Unit Rationale: Developing language to communicate about plants is an integral piece of accessing and conveying information about their worlds. Language will be taught in the context of the topic of Plants as students develop linguistic complexity, instructional and academic vocabulary and language control.	
Learning Targets	
WIDA	English Language Proficiency Standards
ELD Standard #1	English language learners communicate English for <i>SOCIAL AND INSTRUCTIONAL</i> purposes within the school setting
ELD Standard #2:	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <i>LANGUAGE ARTS</i>
ELD Standard #3	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <i>MATHEMATICS..</i>
ELD Standard #4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <i>SCIENCE.</i>
ELD Standard #5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <i>SOCIAL STUDIES</i>
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing
CCSS	Common Core State Standard
Reading Literature-K.1	With prompting and support, ask and answer questions about key details in a text.
Reading Literature-K.2	With prompting and support, retell familiar stories, including key details.
Reading Literature-K.3	With prompting and support, identify characters, settings, and major events in a story.
Reading Literature-K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)

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Reading Literature- K.10	Actively engage in group reading activities with purpose and understanding.
Reading Informational- K.2	With prompting and support, identify the main topic and retell key details.
Reading: Foundational Skills- K.1	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> c. Follow words from left to write, top to bottom, and page by page. d. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print.
Reading: Foundational Skills- K.3	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> e. Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are)
Writing- K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about events in the order in which they occurred, and provide a reaction to what happened.
Writing-K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
Writing- K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing.
Writing- K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening- K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about topics and texts under discussion) b. Continue a conversation through multiple exchanges.
Speaking and Listening- K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
Speaking and Listening- K.4	Describe familiar people, things, and events and, with prompting and support, provide additional detail.
Speaking and Listening- K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
Language-K.1	Demonstrate conventions of standard English grammar and usage when writing and speaking <ul style="list-style-type: none"> a. Print many upper and lowercase letters b. Understand question words (interrogatives) (e.g. who, what, where, when why, and how) e. Use most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) f. produce and expand complete sentences in shared language activities

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Related Cultural Content Statements:

Plant growth varies by environment and location.
Plants and plant parts as food products vary across cultures.
Specific language is used to describe plants, plant parts and plant products.
People grow plants for food and enjoyment.

Unit Essential Question

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

Unit Enduring Understandings

- Listening, speaking, reading, and writing about the topic of Plants require specific academic language.

Evidence of Learning

Summative Assessment:

Unit 4

Performance-Based Assessment:

Students will create a life cycle of a plant using pictures and labels.

Equipment needed: Computers w/ internet connection (Possibly with multi-media production tools such as Photo Story or Power Point, headphones, and microphones) and digital camera

Teacher Resources: NG Reach level K w/ student and teacher resources, internet websites w/ current information on Plants, Literature including “The Tiny Seed”, Song/ Rhyme Posters w/ visuals and writing, realia including seeds, planting tools,

Unit Learning Targets:

- Understand and interpret spoken language dealing with plants.
- Share information dealing with plants, environment, foods.

Lesson	Timeframe
Lesson 1: Plant Parts	5 days
Lesson 2: Environment	5 days
Lesson 3: Growing Plants	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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Kindergarten	
Content Area: English as a Second Language	
Unit 5 Title: Wind, Rain, and Snow	Program Design: 30-45 minute class in all program designs.
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf	
Unit Summary : In the unit, " <i>WIND, RAIN, and SNOW</i> ", students investigate and discover the characteristics about the weather as it relates to their own experiences. As they do, they relate to the weather around them and beyond by using relevant learning opportunities and materials such as: investigating different kinds of weather, different seasons, difference clothes for different weather, different places with different weather, matching, sorting, size, , reading weather literature, singing chants and songs, using websites and Web 2.0 tools. As they learn through experiences and sharing, they acquire language and content in all four domains while at the same time addressing all the WIDA Standards.	
Interdisciplinary Connections: Language Arts, Science, Social Studies 21st Century Themes: Global Awareness and Digital Literacy	
Unit Rationale: Developing language to communicate the kinds of weather, clothing, and things that take place as an integral piece of accessing and conveying information about their weather. Language will be taught in the context of the weather as students develop linguistic complexity, social and academic vocabulary and language control.	
Learning Targets	
WIDA	English Language Proficiency Standards
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Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing
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Reading Literature- K.1	With prompting and support, ask and answer questions about key details in a text.
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Reading Literature- K.3	With prompting and support, identify characters, settings, and major events in a story.
Reading Literature- K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)
Reading Literature- K.10	Actively engage in group reading activities with purpose and understanding.
Reading Informational- K.2	With prompting and support, identify the main topic and retell key details.
Reading Informational - K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Reading Informational - K.8	With prompting and support, identify the reason an author gives to support points in a text.
Reading Informational - K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions and procedures)
Reading: Foundational Skills- K.1	Demonstrate understanding of the organization and basic features of print. e. Follow words from left to write, top to bottom, and page by page. f. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print.
Reading: Foundational Skills- K.3	Know and apply grade-level phonics and word analysis skills in decoding words. f. Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are)
Reading: Foundational Skills- K.4	Read emergent-reader texts with purpose and understanding
Writing- K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about events in the order in which they occurred, and provide a reaction to what happened.
Writing-K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
Writing- K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing.
Writing- K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening- K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups

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	<p>a. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about topics and texts under discussion)</p> <p>b. Continue a conversation through multiple exchanges.</p>
Speaking and Listening-K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
Speaking and Listening-K.4	Describe familiar people, things, and events and, with prompting and support, provide additional detail.
Speaking and Listening-K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
Language-K.1	<p>Demonstrate conventions of standard English grammar and usage when writing and speaking</p> <p>a. Print many upper and lowercase letters</p> <p>b. Understand question words (interrogatives) (e.g. who, what, where, when why, and how)</p> <p>e. Use most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)</p> <p>f. produce and expand complete sentences in shared language activities</p>
Language-K.5	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories</p> <p>c. Identify real-life connections between words and their use</p>

Related Cultural Content Statements

Weather settings vary across locations.

Unit Essential Question

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

Unit Enduring Understandings

- Listening, speaking, reading, and writing about the required specific academic language.

Evidence of Learning

Summative Assessment:

Unit 5

Performance-Based Assessment:

Students will create an illustrated class book about the weather in their town with audio support and present to peers.

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

Teacher Resources: Teacher designed Rubric, Smartboard

Unit Learning Targets:

Students will create an illustrated class book about the weather and present to their peers.

- Understand and interpret spoken language dealing with weather patterns.
- Compare and contrast difference of seasons.

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- Share information dealing with kinds of clothes, weather, seasonal celebrations with peers.
- Present their completed class book about their weather calendar orally and in writing and digital forms to peer in the mainstream classroom and to community members.

Lesson	Timeframe
Lesson 1 Seasons	3-5 days
Lesson 2 Clothing for the Weather	2-5 days
Lesson 3 Five Senses	3-5 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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Kindergarten	
Content Area: English as a Second Language	
Unit 6 Title: It's Our Town	Program Design: 30-45 minute class in all program designs.
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf	
Unit Summary : In the unit, " <i>It's Our Town</i> ", students investigate and discover the characteristics about a neighborhood as they relate to their own experiences. As they do, they relate to the neighborhood around them and beyond by using relevant learning opportunities and materials such as: investigating different kinds of communities, different buildings, difference between a city and country, different places in the community, safety, matching, sorting, size, , reading community literature, singing chants and songs, using websites and Web 2.0 tools. As they learn through experiences and sharing, they acquire language and content in all four domains while at the same time addressing all the WIDA Standards. Interdisciplinary Connections: Language Arts, Science, Social Studies 21st Century Themes: Global Awareness and Digital Literacy	
Unit Rationale: Developing language to communicate the kinds of communities with places and buildings, and things that take place as an integral piece of accessing and conveying Information about their neighborhood. Language will be taught in the context of the community as students develop linguistic complexity, social and academic vocabulary and language control.	
Learning Targets	
WIDA	English Language Proficiency Standards
ESLP Standard 1 Social	Understand social language concepts. Understand difference between a city and country.
ELP Standard 2 Language Arts	Build oral language concepts and vocabulary. Match and sort pictures Draw examples
ELP Standard 3 Mathematics	Participate in and supply quantity words in song and chant. Identify real-life objects Draw matched-pairs Indicate size
ELP Standard 4 Science	Classify Apply concepts of good nutrition Apply concepts of city and country.
ELP Standard 5 Social Studies	Draw a map of community places. Understanding safety signs. Understanding community activities.
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing

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CCSS	Common Core State Standards
Reading Literature- K.1	With prompting and support, ask and answer questions about key details in a text.
Reading Literature- K.2	With prompting and support, retell familiar stories, including key details.
Reading Literature- K.3	With prompting and support, identify characters, settings, and major events in a story.
Reading Literature- K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)
Reading Literature- K.10	Actively engage in group reading activities with purpose and understanding.
Reading Informational- K.2	With prompting and support, identify the main topic and retell key details.
Reading Informational - K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Reading Informational - K.8	With prompting and support, identify the reason an author gives to support points in a text.
Reading Informational - K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions and procedures)
Reading: Foundational Skills- K.1	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> g. Follow words from left to write, top to bottom, and page by page. h. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print.
Reading: Foundational Skills- K.3	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> g. Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are)
Reading: Foundational Skills- K.4	Read emergent-reader texts with purpose and understanding
Writing- K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about events in the order in which they occurred, and provide a reaction to what happened.
Writing-K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
Writing- K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing.
Writing- K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening- K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups

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	<p>a. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about topics and texts under discussion)</p> <p>b. Continue a conversation through multiple exchanges.</p>
Speaking and Listening- K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
Speaking and Listening- K.4	Describe familiar people, things, and events and, with prompting and support, provide additional detail.
Speaking and Listening- K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
Language-K.1	<p>Demonstrate conventions of standard English grammar and usage when writing and speaking</p> <p>a. Print many upper and lowercase letters</p> <p>b. Understand question words (interrogatives) (e.g. who, what, where, when why, and how)</p> <p>e. Use most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)</p> <p>f. produce and expand complete sentences in shared language activities</p>
Language-K.5	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories</p> <p>c. Identify real-life connections between words and their use</p>
<p>Related Cultural Content Statements</p> <p>Community settings vary across cultures</p>	
<p>Unit Essential Question</p> <p>What language do students need in order to demonstrate comprehension and engage in the topic of Neighborhood?</p>	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> Listening, speaking, reading, and writing about the required specific academic language.
<p align="center">Evidence of Learning</p>	
<p>Summative Assessment:</p> <p>Unit 6</p> <p>Performance-Based Assessment:</p> <p>Students will create an illustrated class book about their town with audio support and present to peers.</p> <p>Equipment needed: Computers (with multi-media production tools such as Photo Story or Power Point, headphones, and microphones) and digital camera, smart board.</p> <p>Teacher Resources: Teacher designed Rubric, Smarthboard</p>	
<p>Unit Learning Targets:</p> <p>Students will create an illustrated class book about their community and present to their peers.</p> <ul style="list-style-type: none"> Understand and interpret spoken language dealing with the community. Compare and contrast difference of a city and country. Share information dealing with kinds of places, buildings, customs and traditions with 	

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peers. <ul style="list-style-type: none">• Present their completed class book about their town orally and in writing and digital forms to peer in the mainstream classroom and to community members.	
Lesson	Timeframe
Lesson 1 My Community	3-5 days
Lesson 2 Community Places	2-5 days
Lesson 3 Community Activities	3-5 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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Kindergarten	
Content Area: English as a Second Language	
Unit 7 Title: On The Job	Program Design: 30-45 minute class in all program designs.
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf	
Unit Summary : <p>In the unit, “<i>On the Job</i>” students investigate and discover the characteristics of jobs people can do, as they relate to their own experiences. As they do, they relate to their neighborhood around them and beyond by using relevant learning opportunities and materials such as: investigating different kinds of jobs people do, community workers, careers, places to work, jobs at home, classroom jobs, proper nutrition, money quantity, reading traditional literature, singing chants labeling, character maps, comparison charts, webbing, mapping, and using websites and Web 2.0 tools. As they learn through experiences and sharing, they acquire language and content in all four domains while at the same time addressing all the WIDA Standards.</p> <p>Interdisciplinary Connections: Language Arts, Science, Social Studies, math</p> <p>21st Century Themes: Global Awareness and Digital Literacy</p>	
Unit Rationale: <p>Developing language to communicate the kinds of careers with community workers, community places and events, that take place as an integral piece of accessing and conveying information about careers. Language will be taught in the context of the community as students develop linguistic complexity, social and academic vocabulary and language control.</p>	
Learning Targets	
WIDA	English Language Proficiency Standards
ELD Standard #1	English language learners communicate English for <i>SOCIAL AND INSTRUCTIONAL</i> purposes within the school setting
ELD Standard #2:	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <i>LANGUAGE ARTS</i>
ELD Standard #3	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <i>MATHEMATICS.</i>
ELD Standard #4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <i>SCIENCE.</i>
ELD Standard #5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <i>SOCIAL STUDIES</i>
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing
CCSS	Common Core State Standard
Reading Literature-K.1	With prompting and support, ask and answer questions about key details in a text.
Reading Literature-K.2	With prompting and support, retell familiar stories, including key details.

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Reading Literature- K.3	With prompting and support, identify characters, settings, and major events in a story.
Reading Literature- K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)
Reading Literature- K.10	Actively engage in group reading activities with purpose and understanding.
Reading Informational- K.2	With prompting and support, identify the main topic and retell key details.
Reading Informational - K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Reading Informational - K.8	With prompting and support, identify the reason an author gives to support points in a text.
Reading Informational - K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions and procedures)
Reading: Foundational Skills- K.1	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> i. Follow words from left to write, top to bottom, and page by page. j. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print.
Reading: Foundational Skills- K.3	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> h. Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are)
Reading: Foundational Skills- K.4	Read emergent-reader texts with purpose and understanding
Writing- K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about events in the order in which they occurred, and provide a reaction to what happened.
Writing-K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
Writing- K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing.
Writing- K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening- K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about topics and texts under discussion) b. Continue a conversation through multiple exchanges.

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Speaking and Listening- K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		
Speaking and Listening- K.4	Describe familiar people, things, and events and, with prompting and support, provide additional detail.		
Speaking and Listening- K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		
Language-K.1	Demonstrate conventions of standard English grammar and usage when writing and speaking <ul style="list-style-type: none"> a. Print many upper and lowercase letters b. Understand question words (interrogatives) (e.g. who, what, where, when why, and how) e. Use most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) f. produce and expand complete sentences in shared language activities 		
Language-K.5	With guidance and support from adults, explore word relationships and nuances in word meanings. <ul style="list-style-type: none"> a. Sort common objects into categories c. Identify real-life connections between words and their use 		
<table border="1"> <tr> <td> Unit Essential Question What language do students need in order to demonstrate comprehension and engage in the topic of Jobs? </td><td> Unit Enduring Understandings <ul style="list-style-type: none"> Listening, speaking, reading, and writing about the required 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 Jobs?	Unit Enduring Understandings <ul style="list-style-type: none"> Listening, speaking, reading, and writing about the required specific academic language.
Unit Essential Question What language do students need in order to demonstrate comprehension and engage in the topic of Jobs?	Unit Enduring Understandings <ul style="list-style-type: none"> Listening, speaking, reading, and writing about the required specific academic language. 		
Evidence of Learning			
Summative Assessment: Unit 7 Performance-Based Assessment: Students will create an illustrated map about their community jobs with audio support and present to peers. Equipment needed: 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 create an illustrated map about their favorite career in the community and present to their peers. <ul style="list-style-type: none"> Understand and interpret spoken language dealing with the jobs. Compare and contrast different jobs for the book, "Career Day " Share information dealing with kinds of careers, favorite jobs and events in a community, and community workers. Present their completed illustrated map about the jobs in their community and tools used for a job, orally and in writing and digital forms to peers in the mainstream classroom and to family members. 			
Lesson	Timeframe		

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Lesson 1 Career Day	3-5 days
Lesson 2 Job Places	2-5 days
Lesson 3 Job Tools	3-5 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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Kindergarten	
Content Area: English as a Second Language	
Unit 8 Title: Sun, Moon, and Stars Above	Program Design: 30-45 minute class in all program designs.
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf	
Unit Summary : <p>In the unit, “Sun, Moon, and Stars Above”, students investigate and discover the characteristics about a sky as it relates to their own experiences. As they do, they relate to the world around them and beyond by using relevant learning opportunities and materials such as: investigating different kinds of planets, different clouds, difference between day and night, matching, sorting, size, reading literature, singing chants and songs, using websites and Web 2.0 tools. As they learn through experiences and sharing, they acquire language and content in all four domains while at the same time addressing all the WIDA Standards.</p> <p>Interdisciplinary Connections: Language Arts, Science, Social Studies</p> <p>21st Century Themes: Global Awareness and Digital Literacy</p>	
Unit Rationale: <p>Developing language to communicate the kinds of sky objects with planets and stars, and things that take place as an integral piece of accessing and conveying information about their universe. Language will be taught in the context of the universe as students develop linguistic complexity, social and academic vocabulary and language control.</p>	
Learning Targets	
WIDA	English Language Proficiency Standards
ELD Standard #1	English language learners communicate English for <i>SOCIAL AND INSTRUCTIONAL</i> purposes within the school setting
ELD Standard #2:	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <i>LANGUAGE ARTS</i>
ELD Standard #3	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <i>MATHEMATICS.</i>
ELD Standard #4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <i>SCIENCE.</i>
ELD Standard #5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <i>SOCIAL STUDIES</i>
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
Reading Literature- K.1	With prompting and support, ask and answer questions about key details in a

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	text.
Reading Literature- K.2	With prompting and support, retell familiar stories, including key details.
Reading Literature- K.3	With prompting and support, identify characters, settings, and major events in a story.
Reading Literature- K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)
Reading Literature- K.10	Actively engage in group reading activities with purpose and understanding.
Reading Informational- K.2	With prompting and support, identify the main topic and retell key details.
Reading Informational - K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Reading Informational - K.8	With prompting and support, identify the reason an author gives to support points in a text.
Reading Informational - K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions and procedures)
Reading: Foundational Skills- K.1	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> k. Follow words from left to write, top to bottom, and page by page. l. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print.
Reading: Foundational Skills- K.3	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> i. Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are)
Reading: Foundational Skills- K.4	Read emergent-reader texts with purpose and understanding
Writing- K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about events in the order in which they occurred, and provide a reaction to what happened.
Writing-K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
Writing- K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing.
Writing- K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening- K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger group <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about topics and texts under discussion)

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	b. Continue a conversation through multiple exchanges.
Speaking and Listening K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
Speaking and Listening- K.4	Describe familiar people, things, and events and, with prompting and support, provide additional detail.
Speaking and Listening- K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
Language-K.1	Demonstrate conventions of standard English grammar and usage when writing and speaking a. Print many upper and lowercase letters b. Understand question words (interrogatives) (e.g. who, what, where, when why, and how) e. Use most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) f. produce and expand complete sentences in shared language activities
Language-K.5	With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories c. Identify real-life connections between words and their use

Related Cultural Content Statements: Community settings vary across cultures

Unit Essential Question

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

Unit Enduring Understandings

- Listening, speaking, reading, and writing about the required specific academic language.

Evidence of Learning

Summative Assessment:

Unit 8

Performance-Based Assessment:

Students will create an illustrated class book about the sky with audio support and present to peers.

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

Teacher Resources: Teacher designed Rubric, Smartboard

Unit Learning Targets:

Students will create an illustrated class book about the sky and present to their peers.

- Understand and interpret spoken language dealing with the sky.
- Compare and contrast difference of night and day.
- Share information dealing with different kinds of activities associated with day and night with peers.
- Present their completed class book about the sky orally and in writing and digital forms to peer in the mainstream classroom and to community members.

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Lesson	Timeframe
Lesson 1 The Sky	3-5 days
Lesson 2 Morning and Night	2-5 days
Lesson 3 Sunrise and Sunset	3-5 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	