

Branchburg Township Public Schools

Office of Curriculum and Instruction

Kindergarten ESL Curriculum



Adopted by the Board of Education: September 2017

Revised: September 2018

This curriculum is aligned with the WIDA English Language Standards, the 2016 New Jersey Student Learning Standards in Mathematics and English Language Arts and the 2014 New Jersey Student Learning Standards in Science, Social Studies Technology and 21st Century Life and Careers Standards

Branchburg Township School District

ESL Curriculum

Grades K-8

Program Philosophy

The Branchburg Township ESL Program accelerates the acquisition of English through the use of thematic and topic based ESL curriculum. Themes are basic to learning language. Topic related language and concepts are reinforced throughout the year to ensure ELL's conceptualization. Our philosophy is also to provide an opportunity for students to increasingly be able to communicate their ideas on both social and academic topics. During this process, ELL's will develop all four of the language domains: listening, speaking, reading, and writing. By integrating all four language domains, along with grade level topics from academic curriculum, ELL's are able to develop academic language skills. The ESL teacher provides explicit instruction and learning strategies for both content and language acquisition.

The ESL curriculum serves as a tool in which teachers could develop strategies to enhance language development of key concepts related to a particular content area. Students will learn new material and transfer this knowledge to other areas of curriculum and everyday life.

Teachers from all areas will use cooperative learning strategies and give students opportunities to work in groups, learn new skills, and develop social language.

Program Goal

English Language Learners (ELLs) will learn to speak, read, and comprehend written and spoken English. The ESL teacher will follow state guidelines for entry and exit procedures.

General Curriculum & Instruction Objectives

- All units and lessons will be differentiated to meet the needs of each child.
- Teachers will write and deliver lessons that are aligned to our curriculum by utilizing current research based methods and techniques that focus on individual student achievement.
- Curriculum will be student focused.
- WIDA Standards will support ESL teachers in the development of ongoing formal and informal assessments.
- Data will be utilized to gauge student growth, both socially and academically.
- The WIDA CAN DO Descriptors will provide ESL teachers with a starting point to work with ELLs and also serve as tool to help guide homeroom and content area teachers in their expectations for student performance.
- Content area teachers should participate in professional development.
- Cooperative learning activities should be implemented to give students opportunities to work in groups and aid in helping ELLs develop both social and oral language skills.
- Teachers will motivate ELLs to become active participants in learning and to be an integral part of the class and school community.

Branchburg Township School District
ESL Curriculum
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Description of ELP Levels

ELP Level	Description
Level 1- Entering	<ul style="list-style-type: none">● Pictorial/graphic representation of language of the content areas● Words, phrases, or chunks of language when presented with one step commands, directions, WH questions, statements
Level 2- Beginning	<ul style="list-style-type: none">● General language related to the content areas● phrases/short sentences● Oral or written language with phonological, semantical, or semantic errors that often impede the meaning of communication
Level 3- Developing	<ul style="list-style-type: none">● General or specific language of content areas● Expanded sentences in oral interaction or written paragraphs● Oral or written language with phonological, semantical, or semantic errors that may impede the meaning of communication
Level 4- Expanding	<ul style="list-style-type: none">● Some technical and specific language of content areas● Oral or written language with phonological, semantical, or semantic errors that do not impede the meaning of communication● A variety of sentence lengths with varying in linguistic complexity
Level 5- Bridging	<ul style="list-style-type: none">● The technical language of the content areas● Oral and written language approaching comparability of an English proficient student when presented with grade level material

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Recommended Teaching Strategies Checklist for ELLs by English Language Proficiency Levels

ELP Level 1- Beginner
 ELP Level 2- Early Intermediate
 ELP Level 3- Intermediate
 ELP Level 4- Early Advanced
 ELP Level 5- Advanced

Teaching Strategy	1	2	3	4	5
❖ Always display language and content objectives	x	x	x	x	x
❖ Use of manipulatives, props, games, hands on activities, realia, and visuals	x	x	x	x	x
❖ Cooperative learning groups	x	x	x	x	x
❖ Display print to support oral language	x	x	x	x	x
❖ Create a positive climate	x	x	x	x	x
❖ Model activities and differentiate to meet the needs of each student	x	x	x	x	x
❖ Make connections both academically and socially	x	x	x	x	x
❖ Use modified speech	x	x	x	x	x
❖ Be aware of body language, social cues, facial expression, and gestures	x	x	x	x	x
❖ Ask yes/no questions	x	x			

❖ Allow physical response to check for understanding (thumbs up/down)	x	x	x	x	x
❖ Engage students in retelling, describing, and comparing two things			x	x	x
❖ Build on students prior knowledge and activate background knowledge			x	x	x
❖ Incorporate numerous strategies for reading/writing	x	x	x	x	x
❖ Avoid sarcasm, idiomatic expressions, and figurative language	x	x			
❖ Teach greek and latin roots to expand students vocabulary		x	x	x	x
❖ Simplify language and not content		x	x	x	x
❖ Use bilingual peer helpers	x	x	x		
❖ Use bilingual books, textbooks, and and other tools if available	x	x			
❖ Encourage students to respond in first language	x				
❖ Verbal prompting and praise throughout a lesson	x	x	x	x	x
❖ Ask students questions that require at least a two word response		x	x	x	x
❖ Use of word walls	x	x	x	x	x
❖ Picture dictionaries and bilingual dictionaries	x	x	x		
❖ Promote meaningful language		x	x	x	x
❖ Introduce figurative language				x	x
❖ Chunk text	x	x	x	x	x
❖ Modify assessments (not content)	x	x	x		

❖ Small group learning	x	x	x		
❖ Pre Teach vocabulary and lessons	x	x	x		
❖ Provide sentence frames and starters	x	x	x	x	
❖ Graphic organizers, brainstorming, and listing			x	x	x
❖ Ask questions that will solicit a detailed response.			x	x	x
❖ Incorporate everyday skills (notetaking, study skills, and organizational skills)		x	x	x	x
❖ Teach and practice test taking skills			x	x	x
❖ Adjust formative assessment strategies	x	x	x		
❖ Provide students with mini personal word wall for their folders	x	x	x	x	
❖ Work with ESL teacher for strategies tailored to fit the need of each student	x	x	x	x	x
❖ Look at curriculum units for modifications for specific units and areas of academic study.	x	x	x	x	x

Branchburg Township School District
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 Grades K-8

Kindergarten

All units will be designed using culturally authentic materials that are appropriate to the students abilities, interest levels, and age. Teachers will meet the objectives described in the Kindergarten ELP Levels 1-5 Curriculum. Teachers should select materials that are culturally diverse and materials that are rich across the content areas. Teachers should provide students with multiple opportunities to use meaningful communication that relates to real world situations. Lesson plans and activities should target purposeful and meaningful language.

Kindergarten Themes and Ideas		
Trimester 1 Unit 1-2	Trimester 2 Unit 3-4	Trimester 3 Unit 5-6
<ul style="list-style-type: none"> ● All About Me/Acculturation ● Home/school Environment ● The Human Body ● Holidays Around the World ● Food and Daily Activities ● Letter Detectives ● We Are Readers/Writers! ● Emergent Storybooks ● Observing, Labeling, Listening like Scientist ● Why do we count? ● All About Shapes ● Attributes 	<ul style="list-style-type: none"> ● Community Workers and Their Role in our Environment ● Animals and their Habitats ● Reading and Writing Superpowers ● Reading and Writing with Superpowers ● CAP, Sight Words, Phonics ● Bigger Books,Bigger Muscles ● How To Books ● Classifying and Counting ● Length ● Making 10 	<ul style="list-style-type: none"> ● Transportation ● Nature and Earth ● Growing Expertise in Little Books ● Becoming Avid Readers ● Persuasive Writing ● Personal Narratives ● Number Models ● Addition/Subtraction ● Place Value ● 3 Dimensional Shapes ● Reinforce academic language

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ESL Curriculum
Grades K-8

Kindergarten

Unit Name: *Unit 1: All About Me*

Duration: *September*

Enduring Understandings:

- Students will learn to introduce themselves and explore and compare their feelings and physical attributes to those of others while they develop skills and strategies across different English modalities.
- Reading is exciting!
- Readers try their best and use their reading time wisely.
- Readers work together in a classroom reading community.
- Readers can use the pictures to help them read a book and learn about the world..
- We can get ideas for our writing by looking at writing all around us.
- Numbers have names and we can use them to count.
- Everything can be counted.
- Number names tell us how many objects are in groups and allow us to compare groups.
- Addition is putting groups together and making more, and subtraction is taking groups apart and making less.
- Shapes have names.
- Our classroom is a community made up of many unique individuals, and we come together to help each other learn.
- Classroom rules help us to stay safe and maintain order in our classroom so that we can learn and grow.
- Parents and teachers exercise authority to help resolve disputes and ensure that everyone is treated fairly.

Essential Questions:

- *Who am I and what language will I need to communicate in my new home and school?*
- *What's special about me? How am I the same as others? How am I different?*

Mainstream Incorporation:

- *How can we be readers even if we can't read the words?*
- *How can we be writers if we do not know how to spell a lot of words?*

- *How can I communicate my feelings successfully?*
- *How is my native country and USA the same? How are they different?*

- *How do we count?*
- *Why do we count?*
- *What happens when we combine groups?*
- *What happens when we take groups apart?*
- *How are shapes different?*
- *What are some patriotic symbols and what do they mean?*

Materials

Most materials are materials that are being used in the mainstream classroom. Use materials based on ESL level.

Teacher Texts	Mentor Texts	Supplemental
<p><i>Reading Teacher Texts</i></p> <ul style="list-style-type: none"> ● <i>The Reading Strategies Book</i> by Jennifer Serravallo ● <i>I am Reading</i> by Kathy Collins & Matt Glover ● <i>We Are Readers Grade K Unit 1</i> by Lucy Calkins & Natalie Louis ● <i>Kindergarten Phonics Lessons</i> by Fountas & Pinnell ● Foundations Kit <p><i>Writing Teacher Texts</i></p> <ul style="list-style-type: none"> ● <i>Launching the Writing Workshop Grade K Unit 1</i> by Lucy Calkins & Amanda Hartman (many of these lessons will be used in later units) ● <i>Talking, Drawing, Writing</i> by 	<p><i>Reading Mentor Texts</i></p> <ul style="list-style-type: none"> ● <i>Rocket Learns to Read</i> by Tad Hills ● <i>The Beetle Alphabet Book</i> by Jerry Pallotta and David Biedrzycki ● A highly engaging nonfiction picture book of your choice ● <i>Harry the Dirty Dog</i> by Gene Zion ● <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> by Don and Audrey Wood (strong pic/ words support) ● <i>Daisy Gets Lost or A Ball for Daisy</i> by Chris Raschka ● <i>ABC I Like Me!</i> Carlson, Nancy ● <i>ABC Zooborns!</i> Bleiman, Andrew and Chris ● <i>AlphaOops!</i> Kontis, Alethea ● <i>Chicka Chicka Boom Boom</i>, Martin, Bill 	<ul style="list-style-type: none"> ● Pebble-Go ● Reading A-Z/Raz-Kids ● Ipad/Apps and Games ● StorylineOnline ● blank white paper ● white paper with large square (picture box) ● white paper with large square (picture box) plus a line for writing (make available for students who are ready list)

Martha Horn & Mary Ellen
Giacobbe (use with Bend #3)

- *The Writing Strategies Book* by Jennifer Serravallo

Math Materials

- Everyday Math
- Number Worlds Program

Social Studies

- *The First Six Weeks of School - Responsive Classroom*
- *The Morning Meeting Book*
(Suggested greetings/activities):
 - Cheer greeting p.161
 - Different language greeting p.162
 - Where is ____? P.173,
 - Bingo p.181
 - Memory Name Game & Incorporations p. 190
 - One Thing You Like to Do p.193
 - Three Question Interview p.197

- *F Is For Feelings* Millar, Goldie and Lisa Berger

Writing Mentor Texts

- *Signs* by Pamela Chanko & Susan Canizares
- *I Read Signs* by Tana Hoban
- *Bunny Cakes* by Rosemary Wells (*shows list writing)
- *Dear Juno* by Soyung Park (*shows letters writing)

paper

- pre-folded paper for cards
- Touch Math
- ABC Mouse

Standards

WIDA Standards:

English Language Proficiency Standard 1

English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language

English Language Proficiency Standard 2

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

NJSLS

Key Ideas and Details

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Print Concepts

RF.K.1. Demonstrate understanding of the organization and basic features of print.

Phonological Awareness

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

Fluency

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

Writing Standards

Text Types and Purposes

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Comprehension and Collaboration

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.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.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Conventions of Standard English

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation

Unit 1 Focus

Student Outcomes

Language and Conventions

- Learn appropriate survival responses
- Identify and spell their name
- Social and instructional language across the curriculum
- Learn names of objects around him/her
- Learn colors
- Learn common expressions
- Learn to follow simple rules and directions
- Learn date, months, and seasons using the calendar
- Follow along in role play activities described orally.
- Ask and answer questions to clarify or repeat directions.
- Communicating in words, phrases, and complete sentences using the target language.

Reading Readiness Goals

- Demonstrate basic understanding of book handling skills
- Follows words with proper directionality (left to right, top to bottom, and page by page)
- Recognize that letters make up words

- Learn to identify letters and their corresponding sounds.
- Recognize and produce the alphabet using both upper and lower case letters
- Environmental print
- Hear rhyme

Comprehension Goals

- Have strategies to help them use meaning to read books by looking at the pictures and saying what they see, or what the character is doing, thinking, or saying

Decoding and Word Recognition Goals

- Read high frequency words by sight: I, a, can, see

Math

- Count to 25 by 1's (depending on level)
- Count on from a given number within 25
- Write numbers 0 -5
- Count with one to one correspondence up to 10.
- Identify that a successive number is one larger than the previous number.
- Compare numbers greater than, less than, or equal to.
- Identify whether the number of objects in groups (with in 5) is greater than, less than, or equal to the number of objects in another group.
- Represent addition and subtraction using various models: manipulatives or an equation within 5
- Recognize, construct and extend patterns.
- Sort and classify given objects into categories.
- Correctly name shapes regardless of orientation or overall size
- Describe objects in the environment using names of shapes; describe relative positions of objects using position words.

Science

- Demonstrates knowledge and understanding of pushes and pulls.
- Demonstrates knowledge and understanding that living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.

- Ask and answers questions, plans and constructs investigations with teacher guidance and constructs explanations.
- Feelings and Emotions

Social Studies

- Learn the names of everyday clothing
- Learn about different types of homes where people live such as houses or apartment buildings.
- Continue reinforcing All About Me

Skills

- Reading
- Writing
- Speaking
- Listening
- Counting/Classifying
- Characteristics about themselves (likes/dislikes, physical appearance etc.)
- How a classroom functions
- How to navigate a classroom safely
- Acceptable behaviors for the classroom
- A leader is a person who is in charge of a group, organization or country
- Important people/roles in our school/at home/in our community
- Fairness is “everyone getting what they need”
- Strategies for conflict resolution
- Classroom jobs
- How to be a good classroom citizen

Assessments

- WIDA ACCESS for ELLs
- WIDA Kindergarten Model
- Concepts about Print assessment should be done with all students to get baseline data.

- Letter Identification assessment should be done with all students to get baseline data.
- DRA
- Anecdotal notes from reading and math conferences
- Anecdotal notes from small group instruction of foundational reading skills and math skills
- Begin to collect evidence of students' ability for emergent reading using the "Emergent Storybook Reading stages" rubric during your conferences (from pd session 2015 or available in *I Am Reading*).
- Add published piece to students' writing portfolio

Branchburg Township School District
ESL Curriculum
Grades K-8

Kindergarten

Unit Name: *Unit 2: Our Bodies and Our Home*

Duration: *October/November*

Enduring Understandings:

- Students will explore their feelings, their physical attributes, and their family and compare themselves to others as they develop skills and strategies across English modalities.
- Readers can read storybooks over and over and remember how the story goes.
- Readers make their words match the book's pictures and words.
- Readers can make books into their own "new" old favorites!
- Writers can be like scientists when they observe the world around them.
- The purpose of writing an informative/ explanatory text is to teach others
- Language is a multi-faceted layered system of communication.
- Taking risks and learning from one's mistakes is part of language learning.
- Number names tell us how many objects are in groups and allow us to compare groups.
- Families are small groups of people that love and care for each other. We are part of our families and communities. Families can have both similarities and differences.
- Some of our cultural backgrounds are similar and some are different. Our perspectives are influenced by our cultural backgrounds and our experiences.
- We live in an interconnected in the world.
- Our symbols, monuments and holidays reflect our cultural identity. It is important to understand the perspectives of individuals with different cultural backgrounds and experiences.

Essential Questions:

- *How is our classroom a diverse place? Why should we celebrate diversity? What are the holidays that we celebrate? Why do we celebrate them?*
- *What is a family? Why is it important? How is my*

Mainstream Incorporation:

- *How can we be readers even if we can't read the words?*
- *How can we be writers if we do not know how to spell a lot of words?*

<p><i>family similar and different from other families?</i></p> <ul style="list-style-type: none"> ● <i>How do people and kids describe and compare objects in their home and school?</i> ● <i>How do students exchange information about their physical appearance and attributes?</i> ● <i>How do students describe actions?</i> ● <i>How are events connected (sequences)? How have I changed over time?</i> 	<ul style="list-style-type: none"> ● <i>What is reading workshop?</i> ● <i>What is writing workshop?</i> ● <i>How can I read and look closely at books that people have read to me over and over, and read those same books in ways that not only help me see more, but bring the stories to life?</i> ● <i>How can I write lots of books about the things that I study?</i> ● <i>Why do we count?</i> ● <i>How many?</i> ● <i>How can we solve the addition/subtraction problem?</i> ● <i>What makes a shape different from another shape?</i>
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<p style="text-align: center;">Materials</p> <p style="text-align: center;"><i>Most materials are materials that are being used in the mainstream classroom. Use materials based on ESL level.</i></p>		
<p style="text-align: center;">Teacher Texts</p>	<p style="text-align: center;">Mentor Texts</p>	<p style="text-align: center;">Supplemental</p>
<ul style="list-style-type: none"> ● <i>The Reading and Writing Strategies Book</i> by Jennifer Serravallo ● <i>I am Reading</i> by Kathy Collins & Matt Glover ● <i>We Are Readers Grade K Unit 1</i> by Lucy Calkins & Natalie Louis ● <i>Kindergarten Phonics Lessons</i> by Fountas & Pinnell ● Foundations Kit ● Components of Balanced Literacy 	<p><i>Possible Emergent Storybook Titles (Star Books)</i></p> <ul style="list-style-type: none"> ● <i>The Three Little Pigs</i> by Paul Galdone ● <i>The Little Red Hen</i> by Paul Galdone ● <i>The Three Bears</i> by Paul Galdone ● <i>The Three Billy Goats Gruff</i> by Paul Galdone ● <i>The Gingerbread Man</i> by Paul Galdone ● <i>Caps for Sale</i> by Esphyr Slobodkina ● <i>Where the Wild Things Are</i> by Maurice Sendak ● <i>Harriet You'll Drive Me Wild</i> by Mem Fox 	<ul style="list-style-type: none"> ● Pebble-Go ● Reading A-Z/Raz-Kids ● Ipad/Apps and Games ● StorylineOnline ● Book Baskets ● Emergent storybooks ● copies of Shared Reading texts and poems

<p><i>Writing Teacher Texts</i></p> <ul style="list-style-type: none"> • <i>The Reading and Writing Strategies Book</i> by Jennifer Serravallo <p><i>Social Studies</i></p> <ul style="list-style-type: none"> • <i>The Morning Meeting Book</i> 	<ul style="list-style-type: none"> • Hattie and the Fox by Mem Fox • Are You My Mother? by P.D. Eastman • <i>Bunny Cakes</i> by Rosemary Wells • <i>Corduroy</i> by Don Freeman • <i>Mike Mulligan and His Steam Shovel</i> by Virginia Lee Burton 	<ul style="list-style-type: none"> • highly engaging picture books • Raz Kids for ELLs • ESL Brainpop • Teacher created materials • Multimedia resources
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Standards
<p>WIDA Standards:</p> <p><i>English Language Proficiency Standard 1</i> -English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language</p> <p><i>English Language Proficiency Standard 2</i> -English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>
<p>NJSLS English Language Arts Standards</p> <p><i>Key Ideas and Details</i></p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p><i>Craft and Structure</i></p>

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Reading Foundation Skills

Print Concepts

RF.K.1. Demonstrate understanding of the organization and basic features of print.

Phonological Awareness

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

Fluency

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

Progress Indicators for Writing

Text Types and Purposes

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.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.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Progress Indicators for Language Conventions of Standard English

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

Unit 2 Focus

Student Outcomes

ESL Goals-

- I can describe actions.
- I can name and apply color names to people and objects.
- I can apply family names to people.

- I can name and describe usage of household items.
- I can count 1-10
- I can recognize beginning sounds.
- I can identify people and their objects.
- I can name locations and objects.

Reading Readiness Skills

- Concepts about print/Book Handling Skills
- Phonological awareness

Decoding and word recognition

- Apply appropriate decoding strategies

Comprehension Goals

- Vocabulary and concept development
- Match a series of pictures to tell stories with sequence words

Math

- Count to 25 by 1's (depending on level)
- Count on from a given number within 25
- Write numbers 0 -5
- Count with one to one correspondence up to 10.
- Identify that a successive number is one larger than the previous number.
- Compare numbers greater than, less than, or equal to.
- Identify whether the number of objects in groups (with in 5) is greater than, less than, or equal to the number of objects in another group.
- Represent addition and subtraction using various models: manipulatives or an equation within 5
- Recognize, construct and extend patterns.
- Sort and classify given objects into categories.
- Correctly name shapes regardless of orientation or overall size
- Describe objects in the environment using names of shapes; describe relative positions of objects using position

words.

Science

- Demonstrates knowledge and understanding of pushes and pulls.
- Demonstrates knowledge and understanding that living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.
- Ask and answers questions, plans and constructs investigations with teacher guidance and constructs explanations.
- Parts of the body and their functions

Social Studies

- Recognizes and understands the symbols of American Democracy
- Learn the names of everyday clothing
- Learn about different types of homes where people live such as houses or apartment buildings.

Skills

- Listening
- Understand and follow directions.
- Speaking
- Ask and answer questions
- Counting
- Classifying
- Predicting
- Strategies for using the pictures to “read” a story
- Strategies for fixing up their reading when meaning is lost
- Strategies for reading with expression
- Readers try to read the pictures and the words to understand the story.

Assessments

- WIDA ACCESS for ELLs
- WIDA Kindergarten Model
- Concepts about Print assessment should be done with all students to get baseline data.
- Letter Identification assessment should be done with all students to get baseline data.
- DRA
- Anecdotal notes from reading and math conferences
- Anecdotal notes from small group instruction of foundational reading skills and math skills
- Begin to collect evidence of students' ability for emergent reading using the "Emergent Storybook Reading stages" rubric during your conferences (from pd session 2015 or available in *I Am Reading*).
- Add published piece to students' writing portfolio

Branchburg Township School District
ESL Curriculum
Grades K-8

Kindergarten

Unit Name: *Unit 3: Food, Daily Activities and Celebrations Around the World*

Duration: *December/January*

Enduring Understandings:

- Students will learn about foods and how to discuss daily activities as they develop skills and strategies across English modalities
- Readers have different ways to get their minds prepared before reading
- Good readers think about the story or text as they read
- Readers use different strategies to help them figure out unknown words
- Readers understand discussing books adds to enjoyment, fluency and comprehension of what is read
- Writers can write actual words and sentences onto a page so that it can be read by others.
- Writers can use tools to make their writing more powerful.
- Writers can work with partners to help make their stories more fun to read.
- Writers can use a checklist to help prepare their writing for publication
- Good mathematicians use different tools to help them learn.
- Holidays/traditions vary from family to family and around the world (Christmas, Hanukkah, Diwali, Kwanzaa, etc.)

Essential Questions:

- *How do students describe and discuss food?*
- *How do students describe daily habits and routines?*
- *How do students describe and compare size?*
- *How do students describe locations?*
- *How do students express wants and preferences?*
- *How do students describe quantity?*

Mainstream Incorporation:

- *How does a reader get their mind ready to read?*
- *Why and how should a reader think about the story as they read?*
- *What are some strategies that readers use to help figure out unknown words?*
- *How can readers discuss texts with their partners?*
- *What can writers do to write stories that readers can really read?*

- *What tools can writers use to help their writing be more powerful?*
- *How can writers work with partners to make their stories more fun to read?*
- *What can writers do to prepare their work for publication?*
- *What number represents a given number of objects?*
- *What number comes next? (Successor function)*
- *Which group has more? Fewer? Same?*
- *How can these shapes be classified?*
- *What are the holidays that we celebrate? Why do we celebrate them?*

Materials

Most materials are materials that are being used in the mainstream classroom. Use materials based on ESL level.

Teacher Texts	Mentor Texts	Supplemental
<ul style="list-style-type: none"> • <i>Super Powers Grade K Book 2</i> by Lucy Calkins, Amanda Hartman & Elizabeth Dunford Franco (from the Units of Study for Teaching Reading) • <i>The Reading Strategies Book</i> by Jennifer Serravallo • Foundations Kit • Components of Balanced Literacy <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> • Social Studies Integration 	<ul style="list-style-type: none"> • <i>Brown Bear, Brown Bear, What Do You See?</i> by Eric Carle • <i>In the Garden</i> by Annette Smith • <i>It's Super Mouse</i> by Phyllis Root • <i>So Much!</i> by Trish Cooke • <i>A Level B text</i> (i.e. Beverly Randell & Jenny Giles) • <i>A different Level B or Easy Level C text</i> 	<ul style="list-style-type: none"> • Pebble-Go • Reading A-Z/Raz-Kids • Ipad/Apps and Games • StorylineOnline • Book Baskets • Emergent storybooks

<ul style="list-style-type: none"> ○ Cultural Identity- incorporate some Read Aloud and Shared Reading texts on this topic. ● Next Gen Science Integration <ul style="list-style-type: none"> ○ Needs of Living Things and Weather Patterns (i.e. weather, seasons, survival). ○ incorporate some Read Aloud and Shared Reading texts on this topic. 		<ul style="list-style-type: none"> ● Special pointers (see page XIV in Super Powers) ● Individual sight word rings ● Shared Reading texts and poems ● highly engaging picture books ● Raz Kids for ELLs ● ESL Brainpop ● Teacher created materials ● Multimedia resources
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Standards
<p>WIDA Standards: <i>English Language Proficiency Standard 1</i> -English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language <i>English Language Proficiency Standard 2</i> -English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>
<p>NJSLS English Language Arts Standards <i>Key Ideas and Details</i> RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where,</p>

when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Progress Indicators for Reading Foundation Skills

Print Concepts

RF.K.1. Demonstrate understanding of the organization and basic features of print.

Phonological Awareness

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

Fluency

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

Progress Indicators for Writing

Text Types and Purposes

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.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.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Progress Indicators for Language

Conventions of Standard English

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation

Unit 3 Focus

Student Outcomes

ESL Goals-

- I can identify objects and where they belong.
- I can name and describe usage of household items.
- I can describe habits and routines.
- I can ask and answer questions.
- I can describe quantity.
- I can categorize objects by properties.
- I can distinguish healthy/non-healthy foods.
- I can express likes and wants.
- I can rhyme.
- I can count 1-20
- I can recognize beginning sounds.
- I can recognize medial sounds.
- I can recognize sight words.

Reading Readiness Skills

- Concepts about print
- Phonological awareness

Decoding and word recognition

- Apply appropriate decoding strategies
- Read high frequency words by sight
- Decoding strategies implemented
- Use patterns to help read
- Check your reading
- Use knowledge of letters and sounds to help read books
- Use sight words to read with automaticity

Fluency Goals

- Read with fluency and expression

Comprehension Goals

- Vocabulary and concept development
- Match a series of pictures to tell stories with sequence words
- Conduct book talks with partners

Writing

- Plan and begin drafting
- Work with a writing partner
- Write details
- Write with stamina and purpose
- Learn from a mentor author

Math

- Give information about yourself using real world numbers
- Describe shapes using two word phrases.
- Count to 50 by 1's
- Skip count to 50 by 10s
- Count on from a given number within 50
- Write numbers 0 -10
- Count with one to one correspondence up to 20.
- Identify that a successive number is one larger than the previous number.
- Compare numbers greater than, less than, or equal to.
- Identify whether the number of objects in groups (with in 10) is greater than, less than, or equal to the number of objects in another group. Represent addition and subtraction using various models: manipulatives or an equation within 5
- Solve addition and subtraction word problems, and add and subtract within 5, e.g., by using objects or drawings to represent the problem.
- Decompose numbers less than or equal to 5 into pairs in more than one way, e.g., using objects or drawings.
- Describe several measurable attributes of a single object.

- Sort, classify, and count objects into given categories.
- Correctly name shapes regardless of orientation or overall size
- Describe objects in the environment using names of shapes; describe relative positions of objects using position words.
- Model shapes in the world by building shapes using various materials.

Social Studies

- Learn the names of everyday clothing
- Learn about different types of homes where people live such as houses or apartment buildings.

Science

- Demonstrate knowledge of parts of the body and their functions
- Demonstrate knowledge and understanding of weather and that it is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time.
- Demonstrate knowledge and understanding of how plants and animals can change their environment.
- Asks and answers questions, plans and conducts investigations with teacher guidance, and constructs investigations.

Skills

- Listening
- Understand and follow directions.
- Speaking
- Ask and answer questions
- Counting
- Classifying
- Predicting
- Read with proper directionality and one-to-one match
- Use sight words and known letter/sounds to anchor reading
- Work collaboratively with reading partners
- Use picture power to read with meaning

- Build up known bank of sight words
- Begin to integrate strategies to decode
- Set goals as readers
- Begin to read with fluency
- Monitor for meaning to support fluency
- Talk about books
- Plan true stories
- Write words that are easy to read
- Make writing easy to read
- Write sentences with proper spacing, capital letters, and punctuation
- Use checklists to support writing
- Add vowels to make words easier to read
- Build bank of known sight words and apply to writing
- Write stories using storyteller language
- Use writing partnerships to support conventional writing
- Use mentor texts to support conventional writing
- Revise, edit, and publish a story

Assessments

- WIDA ACCESS for ELLs
- WIDA Kindergarten Model
- Concepts about Print assessment should be done with all students to get baseline data.
- Letter Identification assessment should be done with all students to get baseline data.
- DRA
- Anecdotal notes from reading and math conferences
- Anecdotal notes from small group instruction of foundational reading skills and math skills
- Begin to collect evidence of students' ability for emergent reading using the "Emergent Storybook Reading stages" rubric during your conferences (from pd session 2015 or available in *I Am Reading*).
- Add published piece to students' writing portfolio
- Pre/Post Assessments

Branchburg Township School District
ESL Curriculum
Grades K-8

Kindergarten

Unit Name: <i>Unit 4: Community Workers and their Role Animals and Their Habitat</i>	Duration: <i>February/March</i>
Enduring Understandings: <ul style="list-style-type: none">● Students will explore community helpers as they develop skills and strategies across English modalities.● Good readers have strategies for reading the words harder books.● Good readers have strategies for thinking about books before, during, and after reading.● Writers can write texts to share information. One of these types of texts can teach a procedure, or how to do something.● Good mathematicians use tools to help them learn.● The weather can affect how plants and animals live.	
Essential Questions: <ul style="list-style-type: none">● <i>How do students describe community workers and their roles?</i>● <i>How do students describe animals and their place in the community?</i>● <i>How do students describe habitats and locations?</i>● <i>How do students describe a series of events?</i>● <i>How do students exchange information about past events?</i>● <i>How do students exchange information about details of a story?</i>	Mainstream Incorporation: <ul style="list-style-type: none">● <i>How do we transfer our knowledge of letter/sound relationships to reading?</i>● <i>How do we use high frequency words we know by heart to anchor ourselves as we read?</i>● <i>How do partners help each other read the words and think about the stories in our books?</i>● <i>What is a How-To Book?</i>● <i>How do we count to 50?</i>● <i>What number comes next? (successor function)</i>● <i>How can we make 10 using number pairs?</i>● <i>Which object is heavier/lighter or equal?</i>● <i>How can the weather change plants and animals environment.</i>

Materials

Most materials are materials that are being used in the mainstream classroom. Use materials based on ESL level.

Teacher Texts	Mentor Texts	Supplemental
<ul style="list-style-type: none"> ● <i>Bigger Books, Bigger Reading Muscles Grade K Book 3</i> by Lucy Calkins, Katie M. Wears, Rebecca Cronin & Angela Baez (from the Units of Study for Teaching Reading) ● <i>How-To Books</i> by Lucy Calkins, Laurie Pessah & Elizabeth Moore (from Units of Study) ● <i>The Reading/Writing Strategies Book</i> by Jennifer Serravallo ● Foundations Kit ● Components of Balanced Literacy <p><u>Interdisciplinary Connections</u></p> <p>Social Studies Integration</p> <ul style="list-style-type: none"> ● “Where in the World Am I?” ● Incorporate some read aloud, shared reading, interactive writing materials. <p>Next Gen Science Integration</p> <ul style="list-style-type: none"> ● Needs of Living Things/ Weather Patterns (i.e. weather, seasons, survival). ● Incorporate read aloud, shared reading, and interactive writing 	<p>Reading Mentor Texts</p> <ul style="list-style-type: none"> ● <i>Mouse Has Fun</i> by Phyllis Root ● <i>Picnic</i> by Phyllis Root ● <i>Can You See the Eggs?</i> by Jenny Giles ● <i>Pizza</i> by Phyllis Root ● <i>Cat and Mouse</i> by Phyllis Root ● <i>Dragonflies</i> by Margaret Hall ● <i>My Bug Box</i> by Pat Blanchard ● <i>Wake Up, Dad!</i> by Beverly Randell (<i>Rigby</i>) ● <i>Pete the Cat and His Four Groovy Buttons</i> by Eric Litwin ● <i>Oh, the Places You’ll Go</i> by Dr. Seuss ● <i>Ethan’s Cat</i> by Joanna Hurwitz <p>Writing Mentor Texts</p> <ul style="list-style-type: none"> ● <i>How to Make a Bird Feeder</i> by Liyala Tuckfield ● <i>Walk On!</i> by Marla Frazee ● <i>My First Soccer Game</i> by Alyssa Capucilli ● “<i>How to Carve a Pumpkin</i>” page from <i>The Pumpkin Book</i> by Gail Gibbons ● <i>How to Make Salsa</i> by Jamie Lucero ● <i>Make a Valentine</i> by Dale Gordon ● <i>How to Make a Hot Dog</i> by Joy Cowley ● Pebble Go: “Using Facts” 	<ul style="list-style-type: none"> ● Reading A-Z/Raz-Kids ● Ipad/Apps and Games ● StorylineOnline ● Book Baskets ● Individual super powers chart ● Reading Mat ● sight word rings ● picture books ● ESL Brainpop ● Teacher created materials ● 3 page stapled booklets ● Alphabet chart ● vowel chart ● personal word walls

materials.		
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Standards		
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WIDA Standards:		
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<i>English Language Proficiency Standard 1</i> -English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language		
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<i>English Language Proficiency Standard 2</i> -English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts		
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NJSLS English Language Arts Standards		
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<i>Key Ideas and Details</i>		
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RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).		
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RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).		
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RL.K.3. With prompting and support, identify characters, settings, and major events in a story.		
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<i>Craft and Structure</i>		
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RL.K.4. Ask and answer questions about unknown words in a text.		
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RL.K.5. Recognize common types of texts (e.g., storybooks, poems).		
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RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		
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<i>Progress Indicators for Reading Foundation Skills</i>		
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<i>Print Concepts</i>		
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RF.K.1. Demonstrate understanding of the organization and basic features of print.		
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<i>Phonological Awareness</i>		
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RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes)		
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<i>Phonics and Word Recognition</i>		
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RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

Fluency

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

Progress Indicators for Writing

Text Types and Purposes

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.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.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Progress Indicators for Language

Conventions of Standard English

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when

writing.

Vocabulary Acquisition and Use

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation

Unit 4 Focus

Student Outcomes

ESL Goals-

- I can exchange information about community workers.
- I can exchange information about animal habitats, characteristics, and their routines.
- I can ask and answer questions.
- I can describe items according to size.
- I can categorize objects by properties.
- I can identify community workers
- I can identify and describe community people and locations.
- I can describe past events.
- I can count and describe quantity.
- I can identify signs and their purpose.
- I can rhyme.
- I can recognize beginning sounds.
- I can recognize medial sounds.
- I can recognize sight words.

Reading Readiness Skills

- Concepts about print
- Phonological awareness
- Learn to identify letters and their corresponding sounds.
- Recognize and produce the alphabet using both upper and lower case letters

Decoding and word recognition

- Apply appropriate decoding strategies
- Read high frequency words by sight
- Decoding strategies implemented
- Use patterns to help read
- Check your reading
- Use knowledge of letters and sounds to help read books
- Use sight words to read with automaticity

Fluency Goals

- Read with fluency and expression

Comprehension Goals

- Vocabulary and concept development
- Match a series of pictures to tell stories with sequence words
- Conduct book talks with partners

Writing

- Plan and begin drafting their How-To books
- Work with a writing partner
- Write details that teach
- Write with stamina and purpose
- Learn from a mentor author

Math

- Count to 50 by 1's

- Skip count to 50 by 10s
- Count on from a given number within 50
- Write numbers 0 -10
- Count with one to one correspondence up to 20.
- Identify that a successive number is one larger than the previous number.
- Compare numbers greater than, less than, or equal to.
- Identify whether the number of objects in groups (with in 10) is greater than, less than, or equal to the number of objects in another group.
- Represent addition and subtraction using various models: - manipulatives or an equation within 5
- Solve addition and subtraction word problems, and add and subtract within 5, e.g., by using objects or drawings to represent the problem.
- Decompose numbers less than or equal to 5 into pairs in more than one way, e.g., using objects or drawings.
- Describe several measurable attributes of a single object.
- Sort, classify, and count objects into given categories.
- Correctly name shapes regardless of orientation or overall size
- Describe objects in the environment using names of shapes; describe relative positions of objects using position words.
- Model shapes in the world by building shapes using various materials.

Social Studies

- Learn about community workers and their role

Science

- Demonstrate knowledge and understanding of weather and that it is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time.
- Demonstrate knowledge and understanding of how plants and animals can change their environment.
- Asks and answers questions, plans and conducts investigations with teacher guidance, and constructs investigations.
- Animal Habitats/Characteristics

Skills

- Listening
- Understand and follow directions.
- Speaking
- Ask and answer questions
- Counting
- Classifying
- Predicting
- Read with proper directionality and one-to-one match
- Use sight words and known letter/sounds to anchor reading
- Understand features of harder books
- Use patterns to help read
- Check your reading
- Have fun with letters and sounds
- Use knowledge of letters and sounds to help read books
- Use sight words to read with automaticity
- Check your reading- even closer
- Grow extra-strength reading powers
- Grow comprehension skills
- Read with fluency and expression
- Conduct book talks with partners

Assessments

- WIDA ACCESS for ELLs
- WIDA Kindergarten Model
- On-going running record assessments
- Pre/Post Assessments
- Anecdotal notes from reading conferences
- Anecdotal notes from small group instruction of foundational reading skills
- Letter Identification assessment (if applicable)
- Letter/ Sound assessment from Foundations (if applicable)

- Concepts about Print assessment (if applicable)
- Other phonological awareness assessments (if applicable)
- Add published piece to students' writing portfolio
- Writing conference notes
- Observation of student during Writing Workshop
- Writing sight words assessment
- How-To Writing Rubric- MODIFY IF NEEDED

How To Writing Rubric

(Adapted from the Teachers College Reading and Writing Project Units of Study Rubric for Information Writing-Kindergarten)

	Pre-Kindergarten (2 points)	2.5 points	Kindergarten (3 points)	3.5 points	Grade 1 (4 points)	Score
STRUCTURE						
Overall	The writer told and drew pictures about a topic she knew (broad topic, missing some steps)	Mid-Level	The writer told, drew, and wrote about an informational topic (includes most steps)	Mid-Level	The writer wrote steps and taught the reader about a topic (includes all steps, begins to break down process into smaller steps)	
Lead	The writer started by drawing or saying something (broad)	Mid-Level	The writer told what her how-to topic is	Mid-Level	The writer told the how-to topic and got the reader's' attention	
Transitions	The writer kept on working (steps may be repetitive)	Mid-Level	The writer put different things he knew/steps about the topic on different pages	Mid-Level	The writer told different steps about her topic on different pages	
Ending	After the writer said, drew and "wrote" all he	Mid-Level	The writer has a last part/step or page	Mid-Level	The writer wrote an ending to wrap up what	

	could about his topic, it ended				was taught	
Organization	On the paper there is a place for drawing and a place for words (no sequence to the steps and/or missing important information)	Mid-Level	The writer told, drew, and wrote information across pages (steps begin to follow correct sequence)	Mid-Level	The writer taught about her topic part by part (steps follow correct sequence for topic they are teaching)	
DEVELOPMENT						
Elaboration*	The writer put more and more on the page	Mid-Level	The writer drew and wrote some important steps for the topic	Mid-Level	The writer included important facts, helpful hints, details in his steps	(x2)
Craft*	The writer said, drew and “wrote” things she knew about the topic	Mid-Level	Pictures match the steps, attempts to teach more through use of details (labels, other helpful information)	Mid-Level	The writer consistently uses labels and words to teach facts	(x2)
LANGUAGE CONVENTIONS						
Spelling	The writer could read his picture and some of his words. The writer tried to make words.	Mid-Level	The writer could read her writing. The writer wrote a letter for the sound she heard. Some sight words spelled correctly	Mid-Level	All sight words spelled correctly. Unknown words are readable and have a letter for each sound (related to 1st grade word study expectations)	
Punctuation	The writer could label pictures and write her name	Mid-Level	The writer wrote spaces between words. The writer used	Mid-Level	The writer ended sentences with punctuation.	

			<p>lowercase letters unless capitals were needed.</p> <p>The writer wrote capital letters to start every sentence.</p>		<p>The writer used a capital letter for names.</p> <p>The writer used commas in dates and lists.</p>	
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*Elaboration and Craft are double-weighted categories.

Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Description are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: _____

If you want to translate this score into a grade, you can use the provided table to score each student on a scale from 1–4.

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4

Branchburg Township School District
ESL Curriculum
Grades K-8

Kindergarten

Unit Name: <i>Unit 5: What a Wonderful World</i>	Duration: <i>April</i>
Enduring Understandings: <ul style="list-style-type: none">● Students will explore properties of Earth as they develop skills and strategies across English modalities● Good readers can read nonfiction books about topics of choice in order to learn more about the world around them.● Writers can have power to make a change and make the world a better place. They try to convince others to believe what they believe.● Numbers represent a quantity of objects.● Addition is putting groups together and making more,● Subtraction is taking groups apart and making less.	
Essential Questions: <ul style="list-style-type: none">● <i>How do students exchange information about natural occurrences?</i>● <i>How do students narrate information about seasons of the year?</i>● <i>How do students describe weather conditions and patterns?</i>● <i>How do students compare weather conditions?</i>● <i>How do students describe preferences?</i>	Mainstream Incorporation: <ul style="list-style-type: none">● <i>Can I find a way for books to become my teachers, so that I can learn ideas and information about the world?</i>● <i>Can books get me wondering about things?</i>● <i>How can we use opinion writing to make our world a better place?</i>● <i>How many in a given group?</i>● <i>Do we add or subtract?</i>● <i>Which is more or less? (longer or shorter)</i>● <i>What makes a shape different from another shape?</i>

Materials

Most materials are materials that are being used in the mainstream classroom. Use materials based on ESL level.

Teacher Texts	Mentor Texts	Supplemental
<ul style="list-style-type: none"> ● <i>Becoming Avid Readers Grade K Book 4</i> by Lucy Calkins, Marjorie Martinelli & Christine Holley (from the Units of Study for Teaching Reading) (BEND #2 only) If/ Then Curriculum Grades K-2 by Lucky Calkins and Elizabeth Moore ● <i>Persuasive Writing of All Kinds</i> by Lucy Calkins & Elizabeth Dunford (from Units of Study) ● <i>The Reading Strategies Book</i> by Jennifer Serravallo ● <i>The Writing Strategies Book</i> by Jennifer Serravallo <p><u>Interdisciplinary Connections</u> Social Studies Integration</p> <ul style="list-style-type: none"> ● “Where in the World Am I?” (this includes the study of human impact on Natural Resources). ● incorporate some Interactive Writing, Read Aloud and Shared Reading materials on this topic. This topic of human impact on the Earth will be the big idea behind the Kindergarten PBL. <p>Next Gen Science Integration</p>	<p>Reading Mentor Texts</p> <ul style="list-style-type: none"> ● <i>Honey Bees</i> by Martha E. Rustad ● <i>Dragonflies</i> by Margaret Hall ● <i>Venus Flytraps: Jaws of Death</i> (video from BBC) *link available in online resources <p>Writing Mentor Texts</p> <ul style="list-style-type: none"> ● <i>The Lorax</i> by Dr. Seuss (to kick off idea of making the world a better place) ● audio recording of “<i>If I Had a Hammer...</i>” by Pete Seeger (or other appropriate social action song) ● <i>Click, Clack Moo: Cows That Type</i> by Doreen Cronin ● <i>Pebble Go: “Let’s Investigate”</i> https://www.pebblego.com/modules/2/categories/2983/articles/2187 (Shared Reading); can be used in Bend One to kick off concept of investigating a problem and how to solve a problem ● <i>Pebble Go: “Helping the Environment”</i> https://www.pebblego.com/modules/5/categories/5021 (Shared Reading); can be used throughout the unit to learn about different environmental problems (litter, energy use, etc) 	<ul style="list-style-type: none"> ● Reading A-Z/Raz-Kids ● Ipad/Apps and Games ● StorylineOnline ● Book Baskets ● Individual super powers chart ● Reading Mat ● sight word rings ● picture books ● ESL Brainpop ● Teacher created materials ● single sheets of paper with picture box and varied amounts of line ● sign paper ● letter paper ● list paper ● petition paper

<ul style="list-style-type: none"> ● Earth and Human Activity ● Incorporate some Read Aloud, Interactive Writing and Shared Reading materials on this topic. ● This topic will be the central theme for your Persuasive Writing unit and Kindergarten PBL. ● You can rally your class around “Saving the Earth” and encourage them to read about problems that are impacting our school, Earth, and environment. 	<p>What A Wonderful World-Louis Armstrong https://www.youtube.com/watch?v=21LGv8Cf0us</p>	<ul style="list-style-type: none"> ● revision strips so they can add more to a piece ● Alphabet chart ● vowel chart ● personal word walls
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Standards
<p>WIDA Standards: <i>English Language Proficiency Standard 1</i> -English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language <i>English Language Proficiency Standard 2</i> -English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>
<p>NJSLS English Language Arts Standards</p> <p><i>Key Ideas and Details</i> RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p><i>Craft and Structure</i></p>

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Print Concepts

RF.K.1. Demonstrate understanding of the organization and basic features of print.

Phonological Awareness

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

Fluency

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

Text Types and Purposes

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Comprehension and Collaboration

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.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.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Conventions of Standard English

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 5 Focus

Student Outcomes

ESL Goals-

- I can describe pictures of earth.
- I can exchange information about natural occurrences.
- I can exchange information about weather
- I can identify important information about Seasons.
- I can make comparisons.
- I can describe past events.
- I can describe future plans. I can rhyme.
- I can use time and appropriate tenses to discuss weather.
- I can ask and answer questions.
- I can recognize beginning and ending sounds.

- I can recognize medial sounds.
- I can recognize sight words.

Reading Readiness Skills

- Concepts about print
- Phonological awareness
- Learn to identify letters and their corresponding sounds.
- Recognize and produce the alphabet using both upper and lower case letters

Decoding and word recognition

- Apply appropriate decoding strategies
- Read high frequency words by sight
- Decoding strategies implemented
- Use patterns to help read
- Check your reading
- Use knowledge of letters and sounds to help read books
- Use sight words to read with automaticity

Fluency Goals

- Read with fluency and expression

Comprehension Goals

- Vocabulary and concept development
- Conduct book talks with partners
- Understand and identify the characters and setting in text
- Answer comprehension questions throughout a read aloud
- Identify if a text is a poem or story/fiction/nonfiction
- Use illustrations and pictures to retell a story

Writing

- Plan and begin drafting their Persuasive Writing
- Work with a writing partner

- Write details that teach
- Write with stamina and purpose
- Learn from a mentor author

Math

- Count to 100 by 1's and by 10's.
- Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- Understand the relationship between numbers and quantities; connect counting to cardinality.
- Count to answer "How many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
- Compare two numbers between 1 and 10 presented as written numerals.
- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.
- Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- Fluently add and subtract within 5.
- Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., using objects or drawings, and record each decomposition by drawing or equation (e.g. $5=2+3$ and $5=4+1$).
- Identify different numbers combinations that equal 10 using objects or drawings, and record answer with drawing or equation.
- Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18=10+8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
- Describe several measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and

describe one child as taller/shorter.

- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
- Identify and describe shapes.
- Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- Correctly name shapes regardless of their orientations or overall size.
- Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). Analyze, compare, create, and compose shapes.
- Analyze and compare two- and three- dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/”corners”) and other attributes (e.g., having sides of equal length).
- Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

Social Studies

- Human Impact on Natural Resources

Science

- Nature and Earth

Skills

- Listening
- Understand and follow directions.
- Speaking
- Ask and answer questions
- Counting
- Classifying
- Predicting
- Read with proper directionality and one-to-one match

- Use sight words and known letter/sounds to anchor reading
- Understand features of harder books
- Use patterns to help read
- Check your reading
- Have fun with letters and sounds
- Use knowledge of letters and sounds to help read books
- Use sight words to read with automaticity
- Check your reading- even closer
- Grow extra-strength reading powers
- Grow comprehension skills
- Read with fluency and expression
- Conduct book talks with partners

Assessments

- WIDA ACCESS for ELLs
- WIDA Kindergarten Model
- On-going running record assessments
- Pre/Post Assessments
- Anecdotal notes from reading conferences
- Anecdotal notes from small group instruction of foundational reading skills
- Letter Identification assessment (if applicable)
- Letter/ Sound assessment from Foundations (if applicable)
- Concepts about Print assessment (if applicable)
- Other phonological awareness assessments (if applicable)
- Add published piece to students' writing portfolio
- Writing conference notes
- Observation of student during Writing Workshop
- Writing sight words assessment
- Persuasive Rubric

Branchburg Township School District
ESL Curriculum
Grades K-8

Kindergarten

Unit Name: *Unit 6: Zoom! Zoom!*

Duration: *May/June*

Enduring Understandings:

- Students will explore how people use transportation as they develop skills and strategies across English modalities.
- Readers do more than just read the words they see in their books. Instead, they stop and think about what's happening and have reactions to what they are reading.
- Readers don't give up when they get to tricky parts in their books.
- Readers can enjoy many different types of texts.
- Writers want to make their stories exciting for others to read.
- Writers can learn from other writers.
- Good mathematicians know when to add and subtract.

Essential Questions:

- *How do students communicate about places they went?*
- *How do students narrate information about past events?*
- *How do students describe transportation objects?*
- *How do students compare transportation objects?*
- *How do students understand the concept of time?*
- *How do students understand safety devices and how they work?*

Mainstream Incorporation:

- *How do avid readers learn more about the characters in their storybooks?*
- *How can I be strong when I get to tricky parts in my books?*
- *How do avid readers enjoy poetry?*
- *How can we share the great stories from our lives with others?*
- *How do writers make their writing the best it can be?*
- *Which is greater/less than?*
- *What happens when we put groups together and take groups apart?*

- *How do we compare height (tall, short, long), weight (heavy, light) and capacity(which holds more/less)?*
- *What makes a shape different from another shape?*

Materials

Most materials are materials that are being used in the mainstream classroom. Use materials based on ESL level.

Teacher Texts	Mentor Texts	Supplemental
<p><u>Reading Teacher Text</u></p> <ul style="list-style-type: none"> • <i>Becoming Avid Readers Grade K Book 4</i> by Lucy Calkins, Marjorie Martinelli & Christine Holley (from the Units of Study for Teaching Reading) (BENDS 1 and 3 only) • <i>If ...Then... Curriculum book K-2</i> by Lucy Calkins & Elizabeth Moore (from the Units of Study for Teaching Reading) *pages 25-46 • <i>Readers are Resourceful: Tackling Hard Words and Tricky Parts in Books</i> • <i>The Reading Strategies Book</i> by Jennifer Serravallo <p><u>Writing Teacher Text</u></p> <ul style="list-style-type: none"> • <i>Writing For Readers</i> by Lucy Calkins and Natalie Louis (from Units of 	<p><u>Reading Mentor Texts</u></p> <ul style="list-style-type: none"> • <i>Not Norman A Goldfish Story</i> by Kelly Bennett • <i>The Carrot Seed</i> by Ruth Krauss • <i>The Itsy Bitsy Spider</i> or <i>Mary Had a Little Lamb</i> • <i>It's Super Mouse</i> by Phyllis Root • Any level D/E texts to model strategies • two copycat poems (see examples "Click Beetle" and "Read Words, Write Words" in Session 17 of <i>Becoming Avid Readers</i>) • <i>Gossie</i> by Olivier Dunrea <p><u>Writing Mentor Text</u></p> <ul style="list-style-type: none"> • <i>Creak! Said the Bed</i> by Phyllis Root • <i>The Snowy Day</i> by Ezra Jack Keats 	<ul style="list-style-type: none"> • Reading A-Z/Raz-Kids • Ipad/Apps and Games • StorylineOnline • Book Baskets • Individual super powers chart • Reading Mat • sight word rings • picture books • ESL Brainpop • Teacher created materials • single sheets of paper with picture box and varied amounts of line

<p>Study) *Bend III and Bend IV will help you with Bend 2 and 3 in our unit.</p> <ul style="list-style-type: none"> ● The Writing Strategies Book by Jennifer Serravallo <p>Interdisciplinary Connections</p> <p>Social Studies Integration</p> <ul style="list-style-type: none"> ● Proud to Be an American ● incorporate some read aloud, interactive writing or shared reading materials on this topic. <p>Next Gen Science Integration</p> <ul style="list-style-type: none"> ● Sunshine and Shadows (sunlight, Earth's surface). ● incorporate some read aloud, interactive writing, or shared reading materials on this topic. 	<ul style="list-style-type: none"> ● Any personal narrative stories (may want to choose a mentor author i.e. Mo Willems or Rosemary Wells) ● Koala Lou by Mem Fox (used in Bend 2) 	<ul style="list-style-type: none"> ● revision strips so they can add more to a piece ● Alphabet chart ● vowel chart ● personal word walls
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Standards
<p>WIDA Standards:</p> <p><i>English Language Proficiency Standard 1</i> -English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language</p> <p><i>English Language Proficiency Standard 2</i> -English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>
<p>NJSLS English Language Arts Standards</p> <p><i>Key Ideas and Details</i></p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why,</p>

how).

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Print Concepts

RF.K.1. Demonstrate understanding of the organization and basic features of print.

Phonological Awareness

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

Fluency

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

Text Types and Purposes

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Comprehension and Collaboration

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers

and adults in small and larger groups.

SL.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.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Conventions of Standard English

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

Unit 6 Focus

Student Outcomes

ESL Goals-

- I can describe people, places and locations.
- I can exchange information about ongoing actions

- I can exchange information about past events.
- I can identify important information about past events.
- I can make comparisons.
- I can identify parts of a postcard.
- I can rhyme.
- I can tell time
- I can tell when to use a seatbelt
- I can narrate past events.
- I can ask and answer questions.
- I can recognize beginning and ending sounds.
- I can recognize medial sounds
- I can recognize sight words.

Reading Readiness

- Identify all letters and sounds.
- Read and write 25 sight words.

Reading Comprehension

- Understand and identify the characters and setting in text
- Answer comprehension questions throughout a read aloud
- Identify if a text is a poem or story
- Use illustrations and pictures to retell a story

Language

- Enhance oral fluency and speaking skills

Math

- Recite math related words or phrases based on thematic unit. (two more ants, three less ducks)
- List uses of whole numbers from graphs using phrases or short sentences
- Count to 100 by 1's and 10's
- Write numbers 0-20
- Learn and understand the value of 0

Science

- Earth and Nature

Social Studies

- Proud to be an American
- Transportation

Skills

- Directionality
- Writing
- Listening
- Understand and follow directions
- Speaking
- Ask and answer questions
- Counting
- Classifying
- Predicting
- Strategies for monitoring for meaning
- Strategies for using syntax to monitor and self-correct reading
- Strategies for using visual information across a word to decode
- How to access a repertoire of strategies when they get to a tricky part
- Strategies for peer collaboration
- Ways to plan narrative writing
- Strategies for elaboration in narrative writing
- How to read like a writer
- Strategies and tools for revision
- The writing process

Assessments

- WIDA ACCESS for ELLs

- WIDA Kindergarten Model
- On-going running record assessments
- Pre/Post Assessments
- On-going running record assessments
- Anecdotal notes from reading conferences
- Anecdotal notes from small group instruction of foundational reading skills
- Letter Identification assessment (if applicable)
- Letter/ Sound assessment from Foundations (if applicable)
- Concepts about Print assessment (if applicable)
- Other phonological awareness assessments (if applicable)
- Add published piece to students' writing portfolio
- Writing conference notes
- Observation of student during Writing Workshop
- Writing sight words assessment and evidence

Great Read Alouds/Mentor Text for Different Content Areas

Social Studies			
All About Me/Acculturation	Cultural Identity/Holidays Around the World	The World, Environment, Natural Resources	America, American Symbols, All About the USA
<p><u>David Goes to School</u> by David Shannon</p> <p><u>I'm Like You, You're Like Me</u> by Gainer</p> <p><u>Berenstain Bears and the Golden Rule</u> by Stan and Jan Berenstain</p> <p><u>Lilly's Purple Plastic Purse</u> by Kevin Henkes</p> <p><u>What if Everyone Did That?</u> by Ellen Javernick</p> <p><u>We Share Everything</u> by Robert Munsch</p> <p><u>The Little Red Hen</u> by Diana Muldrow</p>	<p><u>The Family Book</u> by Todd Parr</p> <p><u>Who's in my Family? All About Our Families</u> by Robie H. Harris</p> <p><u>Families, Families, Families!</u> by Suzanne & Max Lang</p> <p><u>Wild About Us!</u> by Karen Beaumont</p> <p><u>My Family is Forever</u> by Nancy Carlson</p> <p><u>Bear's Busy Family</u> by Stella Blackstone</p> <p><u>The Name Jar</u> by Yangsook Choi</p>	<p><u>This is My Town</u> by Mercer Mayer (https://www.youtube.com/watch?v=FrOELiPZuhA)</p> <p><u>Places in My Community</u> by Bobbie Kalman</p> <p><u>Me On the Map</u> by Joan Sweeney (https://www.youtube.com/watch?v=b0cjSXC2rHE)*</p> <p><u>Looking at Maps and Globes</u> (Rookie Read-About Geography Book)</p> <p><u>The Seven Continents</u> (Rookie Read-About Geography Book)*</p>	<p><u>F is for Flag</u> by Wendy Cheyette Lewison</p> <p><u>US Symbols</u> by Ann-Marie Kishel</p> <p><u>The Bald Eagle</u> by Norman Pearl</p> <p><u>She Persisted</u> by Chelsea Clinton</p> <p><u>The White House</u> by Jon Wilson*</p> <p><u>The Washington Monument</u> by Frederic Gilmore*</p> <p><u>The American Flag: an American Symbol</u> by Alison Elderidge*</p> <p><u>Honest Abe Lincoln: Easy to</u></p>

<p><u>Enemy Pie</u> by Derek Munson <u>It's Not Fair</u> by Amy Rosenthal</p> <p><u>I Like Myself</u> by Karen Beaumont</p> <p><u>Today I Feel Silly and Other Moods That Make My Day</u> by Jamie Lee Curtis</p> <p><u>I'm Gonna Like Me: Letting off a Little Self-Esteem</u> by Jamie Lee Curtis</p> <p><u>Chrysanthemum</u> by Kevin Henkes</p> <p><u>We've All Got Bellybuttons!</u> by David Martin</p> <p><u>I'm Glad I'm Me: Poems About You</u> by Jack Prelutsky</p>	<p><u>Everybody Cooks Rice</u> by Norah Dooley</p> <p><u>Families</u> by Shelley Rotner*</p> <p><u>Lailah's Lunchbox</u> by Reem Faruqi*</p> <p><u>Caleb's Hanukkah</u> by Lisa Bullard*</p> <p><u>Diwali</u> by Nancy Dickmann*</p> <p><u>Lighting a Lamp: A Diwali Story</u> by Jonny Zucker*</p> <p><u>A Year Full of Holidays</u> by Susan Middleton Elya</p> <p><u>My Two Holidays</u> by Danielle Novak</p> <p><u>I Hate English!</u> by Ellen Levine</p>	<p><u>"Water, water everywhere"</u> (Council for Economic Education) Students identify water and land as examples of natural resources, investigate sources of water and identify some ways in which humans make use of water as an economic resource, specifically for agriculture, transportation and recreation.</p> <p><u>Over in the Meadow</u> (Langstaff, c 1800) traditional poem about animals that live in the meadow (can be sung). Compare the meadow with your city or town.</p> <p>Louis Armstrong - What A Wonderful World (Lyrics) - YouTube https://www.youtube.com/watch?v=A3yCcXgbKrE</p>	<p><u>Read Stories about Abraham Lincoln</u> by David Adler*</p> <p><u>George Washington: farmer, soldier, president</u> by Pamela Hill Nettleton*</p> <p><u>The Bald Eagle</u> by Judith Jango-Cohen*</p> <p><u>Memorial Day</u> by Mir Tamim Ansary*</p> <p><u>The Flag We Love</u> by Pam Munoz Ryan*</p> <p><u>A Flag for Our Country</u> by Eve Spencer*</p>
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