

Board Approved: 10/30/2024

Fairfield Public Schools

## **English as a Second Language (ESL) Curriculum for Multilingual Learners (MLs)**

### **Kindergarten**

#### **ABSTRACT**

*This course is designed for Multilingual learners (MLs) in kindergarten. Throughout the course, students will investigate the following global themes: my school and my classroom, oneself, my home and fun food, animals in our lives, community and transportation and our world. Students will focus on their skills in listening, speaking, reading and writing as they progress through English language proficiency levels. Students will learn content and be assessed through various performance tasks that are scaffolded to meet the ever-changing needs of multilingual learners. The curriculum includes a variety of assessments and performance tasks to meet all proficiency levels in kindergarten.*

## ESL Kindergarten

Unit of Study: (Timeframe)	School Is Fun! (6 weeks)	Our Bodies, Our Clothes! 6 weeks)	Home Sweet Home including Delicious Food (10- 12 weeks)
Learning Outcomes			
Established Goals: NJSLS: (Standards that are only applicable to the unit; include technology and 21st century standards)	NJSLS: SL.PE.K.1 SL.II.K.2 SL.ES.K.3 SL.PI.K4 SL.UM.K.5 SL.AS.K.6  W.AW.K.1 W.WP.K.4 W.WR.K.5 W.SE.K.6 W.RW.K.7  L.RF.K.2 L.RF.K.1 L.WF.K.1 L.VL.K.2 L.WF.K.3  RL.MF.K.6 RL.TS.K.4 RL.CI.K.2 RL.IT.K.3 RL.CR.K.1	NJSLS: SL.PE.K.1 SL.II.K.2 SL.ES.K.3 SL.PI.K4 SL.UM.K.5 SL.AS.K.6  W.AW.K.1 W.WP.K.4 W.WR.K.5 W.SE.K.6 W.RW.K.7  L.RF.K.2 L.RF.K.1 L.WF.K.1 L.VL.K.2 L.WF.K.3  RL.MF.K.6 RL.TS.K.4 RL.CI.K.2 RL.IT.K.3 RL.CR.K.1	NJSLS: SL.PE.K.1 SL.II.K.2 SL.ES.K.3 SL.PI.K4 SL.UM.K.5 SL.AS.K.6  W.AW.K.1 W.WP.K.4 W.WR.K.5 W.SE.K.6 W.RW.K.7  L.RF.K.2 L.RF.K.1 L.WF.K.1 L.VL.K.2 L.WF.K.3  RL.MF.K.6 RL.CI.K.2 RL.IT.K.3
Enduring Understandings: (What big ideas will students know?)	<ul style="list-style-type: none"> <li>• Our school is a safe place to learn and grow.</li> <li>• School rules help to create a fun learning environment.</li> <li>• There are many people that</li> </ul>	<ul style="list-style-type: none"> <li>• A person can be described using words for physical and personality traits.</li> <li>• Being able to communicate about the body is important.</li> </ul>	<ul style="list-style-type: none"> <li>• Families are made up of different members.</li> <li>• Families from different cultural backgrounds can have similarities and differences.</li> </ul>

	make up a school community.	<ul style="list-style-type: none"> <li>• Clothing choices are influenced by weather patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Food can bring family and friends together.</li> </ul>
<p>Essential Questions: <i>(What questions are open-ended, debatable, global and spark critical thinking?)</i></p>	<ol style="list-style-type: none"> <li>1. How can a student's skills help them through the day?</li> <li>2. How do good students communicate in school?</li> <li>3. Why is it important to ask for help?</li> </ol>	<ol style="list-style-type: none"> <li>1. How does the weather affect what kinds of clothes we wear?</li> <li>2. How do my body parts affect my five senses?</li> <li>3. What are similarities and differences among all people?</li> </ol>	<ol style="list-style-type: none"> <li>1. Why are families important?</li> <li>2. What is family?</li> <li>3. How can food bring family and friends together?</li> </ol>
Assessment and Evidence			
<p>Assessment &amp; Evidence: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?) (By what criteria will performances of understanding be judged?)</i></p>	<p>Performance Tasks:</p> <ul style="list-style-type: none"> <li>• Find familiar people, places, or objects named orally (e.g., "Where's a chair?")</li> <li>• Respond with gestures to songs, chants, or stories modeled by teachers</li> <li>• Compare sizes of familiar phenomena (e.g., bigger than/ smaller than, longer/ wider)</li> <li>• State reasons for classroom routines or procedures with a partner (e.g., expected behaviors)</li> <li>• Match familiar pictures, objects, or movements to oral statements (e.g., "Clap your hands.")</li> <li>• Recount a story by restating some language associated with illustrated short stories or informational text (e.g., "I see." "I hear.")</li> <li>• Re-enact various roles when interacting in pairs or in small groups</li> <li>• With prompting and support, answer questions about key details in a text.</li> </ul>	<p>Performance Tasks:</p> <ul style="list-style-type: none"> <li>• State personal preferences or opinions.</li> <li>• Name choices from models (ex. Rain or snow?)</li> <li>• Agreeing or disagreeing with familiar questions.</li> <li>• Predict everyday situations or events from illustrations.</li> <li>• Point to pictures described orally in context.</li> <li>• Find familiar people, objects, places named orally.</li> <li>• Respond to gestures to songs, chants or stories modeled by teachers.</li> <li>• Act out songs, chants, stories and poems with gestures as a whole group.</li> <li>• Follow sequential language for oral directions one step at a time (ex, walk to the door, now come to the circle).</li> <li>• Retell main events in short narrative stories using pictures to peers</li> <li>• Describe attributes of familiar</li> </ul>	<p>Performance Tasks:</p> <ul style="list-style-type: none"> <li>• Address others according to relationship (ex, student-student, student-teacher)</li> <li>• Illustrate likes or dislikes from real-life objects or pictures.</li> <li>• Drawing or making collages about personal interests or content-related topics in small groups.</li> <li>• Draw and reproduce words about preferences (ex, from charts or posters)</li> <li>• State personal choices from models (ex. Labeling photos or drawings of self)</li> <li>• Participate in group songs, chants, or poems using gestures or physical movement</li> <li>• Reproduce labeled pictures or photographs to describe processes or procedures. (ex. Explain by producing a family picture album)</li> <li>• Retell a familiar story with prompting and support.</li> <li>• Identify the major events in a</li> </ul>

	<ul style="list-style-type: none"> <li>• With prompting and support, retell stories, including key details.</li> <li>• With prompting and support, identify the main topic in an informational text.</li> <li>• Name main characters and setting and actions of a story.</li> <li>• Point/identify the front, back cover and title page of a book.</li> <li>• Listen and respond to questions about literature and informational text.</li> <li>• Recognize and produce two rhyming words.</li> <li>• Count syllables in spoken and one and two syllable words.</li> <li>• Draw and write by dictating an opinion piece about a favorite story, using letter-like forms and conventional letters.</li> <li>• Write words/sentences associated with school words(classroom objects, places at school, class schedule) from visuals and word/phrase banks.</li> <li>• Complete a scavenger hunt within the school building( nurse's office, gym, library, main office, cafeteria)</li> <li>• Students introduce oneself and others through making a poster about ME!</li> <li>• Students will identify school objects through a bingo or concentration game.</li> <li>• Students will describe personal preferences in conversations with each other.</li> </ul>	<p>objects, people, and places</p> <ul style="list-style-type: none"> <li>• Restate some language associated with illustrated short stories or informational text (e.g., "I see." "I hear.")</li> <li>• Re-enact various roles when interacting in pairs or in small groups.</li> <li>• Address others according to relationship (ex, student-student, student-teacher)</li> <li>• Participate in exchanges between peers.</li> <li>• With prompting and support ask questions about key details in literature and informational text.</li> <li>• Recognize common types of texts (storybooks, poems, etc.)</li> <li>• Illustrate and write the beginning, middle and end of an event using developmental spelling and child's dictation.</li> <li>• Name and describe familiar people, places, things or events and provide additional information when prompted with questions.</li> <li>• Add drawings to descriptions to provide additional detail.</li> <li>• Use words and phrases acquired through reading, including read alouds.</li> <li>• Write words/sentences associated with body parts from visuals/word banks.</li> <li>• Be able to play Simon Says and follow the directions.</li> <li>• Make a picture to describe the weather and discuss it orally.</li> <li>• Identify body parts, including</li> </ul>	<p>story.</p> <ul style="list-style-type: none"> <li>• Name the author, illustrator in a story and define their roles.</li> <li>• Use question words in a meaningful context.</li> <li>• Draw and write an opinion piece stating the topic and an opinion on the topic.</li> <li>• Use appropriate language regarding family members and food.</li> <li>• Be able to draw and describe a picture of your family and your home.</li> <li>• Tell what you enjoy eating for each meal.</li> <li>• Tell about your favorite foods</li> <li>• Identify the upper and lower case letters "N, L, P, R, A and E" and match the sound to the symbol.</li> <li>• Identify and read high frequency words (in,on)</li> </ul> <p>Other Evidence:  Teacher Observations  Student Work  Partner Work  Unit evaluations  Student Writing and Illustrations  Comprehension Questions  Completion of Teacher Created Materials  Teacher Conversations with Students  Breaking Down Tasks for kids  Providing step by step prompts to encourage language use  Meaningful real life connections</p>
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	<ul style="list-style-type: none"> <li>• Students identify school locations/people</li> <li>• Students can identify objects as the same or different</li> <li>• Students will identify colors.</li> <li>• Students will exchange information about objects using role play in games.</li> <li>• Students can orally identify beginning sounds B, F, S and M.</li> <li>• Students will orally identify numbers 1, 2 &amp; 3.</li> <li>• Students can orally describe quantities up to 3.</li> <li>• Students can identify shapes: circle, square and triangle.</li> <li>• Students can ask/share specific shapes and colors with each other.</li> <li>• Students can visually identify colors red, yellow and green</li> <li>• Students can sing the alphabet song</li> </ul> <p>Other Evidence:  Teacher Observations  Student Work  Partner Work  Unit evaluations  Student Writing and Illustrations  Comprehension Questions  Completion of Teacher Created Materials  Teacher Conversations with students  Breaking Down Tasks for kids  Providing step by step prompts to encourage language use  Meaningful real life connections</p>	<p>hair and eye color.</p> <ul style="list-style-type: none"> <li>• Express feelings and how they feel (physically)</li> <li>• Identify the five senses ( with visual help ) if needed.</li> <li>• Identify the upper and lowercase “ D, C, T &amp; A ” and correlate the sound to the symbol.</li> <li>• Use words and phrases acquired through read alouds.</li> <li>• Identify and read high frequency words.</li> <li>• Recognize letters and tell their sound.</li> <li>• Identify some beginning sounds.</li> </ul> <p>Other Evidence:  Teacher Observations  Student Work  Partner Work  Unit evaluations  Student Writing and Illustrations  Comprehension Questions  Completion of Teacher Created Materials  Teacher Conversations with Students  Breaking Down Tasks for kids  Providing step by step prompts to encourage language use  Meaningful real life connections  Making predictions  Teacher made evaluations</p>	<p>Making predictions  Teacher made evaluations</p>
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	Making predictions Teacher made evaluations		
Instructional Plan			
<p>Learning Activities/Content: (What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know?)</p>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in text using appropriate vocabulary using visual aids and diagrams.</li> <li>• With prompting and support, retell familiar stories. Remember key details like setting, people and actions.</li> <li>• Engage in group activities with purpose and understanding relating to the books we have read.</li> <li>• Identify main topic/key details of a text using venn diagrams or KWL charts.</li> <li>• Participate in a group reading activity in which the group will identify, define and classify targeted vocabulary words.</li> <li>• Collaborate in conversations with diverse people and text with peers and adults, using role playing. Also, touring the building and talking to different adults.</li> <li>• Confirm students' understanding of a read aloud text or information by drawing pictures of their favorite parts of the story.</li> <li>• Students will describe familiar people, places, things and events with prompting and support as needed.</li> <li>• Demonstrate commands of the</li> </ul>	<ul style="list-style-type: none"> <li>• With prompting and support, ask and answer questions about key details in text using appropriate vocabulary, visual aids and diagrams.</li> <li>• With prompting and support, orally describe the relationship between illustrations and the story.</li> <li>• Understand the organization and basic features of text.</li> <li>• Participate in collaborative oral conversations with partners about kindergarten topics/text with peers.</li> <li>• Confirm understanding of a read aloud text or information by drawing pictures about the story/text.</li> <li>• Describe in oral/written form familiar people, places, things and events with prompting and support as needed.</li> <li>• Add drawings and other visual displays to descriptions as desired to provide additional detail.</li> <li>• With guidance and support from adults, explore word relationships with word families and letters of the alphabet.</li> <li>• Use words and phrases acquired through conversations, reading and being read to and</li> </ul>	<ul style="list-style-type: none"> <li>• With prompting and support, retell familiar stories.</li> <li>• Identify characters, settings and major events in a story.</li> <li>• Ask and answer questions about unknown words in a text.</li> <li>• With prompting and support, describe the relationship between illustrations and the story.</li> <li>• With prompting and support, compare and contrast the characters in a story.</li> <li>• Engage in group activities and purpose and understanding.</li> <li>• With prompting and support, ask and answer questions about unknown words in a text.</li> <li>• Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</li> <li>• With prompting and support, describe the relationship between illustrations and the text in which they appear.</li> <li>• With prompting and support, identify the reasons an author gives to support points in a text.</li> <li>• With prompting and support, identify basic similarities and differences between two texts on the same topic.</li> <li>• Understand the organization and basic features of text.</li> </ul>

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	<p>conventions of standard English grammar and usage when writing/speaking as evident in stories they're learning to write and tell about.</p> <ul style="list-style-type: none"> <li>• With guidance/support explore word relationships with rhyming word families.</li> <li>• Use words and phrases acquired through conversations, reading and being read to and responding to text.</li> </ul>	<p>responding to text.</p> <ul style="list-style-type: none"> <li>• Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they're writing about and supply some information about the topic.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the spoken word, syllables and sounds.</li> <li>• Read emergent-reader text with purpose and understanding.</li> <li>• Collaborate in conversations with diverse and text with peers and adults.</li> <li>• Confirm understanding of a read aloud text or information presently</li> <li>• Ask and answer questions in order to seek help, get information or clarify something that is not understood</li> </ul>
Resources:	<ul style="list-style-type: none"> <li>• Alphabet Song</li> <li>• Welcome to Kindergarten! Big Book</li> <li>• Neeta goes to kindergarten Big Book</li> <li>• Santillana black line masters unit 1 K</li> <li>• Santillana Student book K</li> <li>• Santillana Activity Pad K</li> <li>• Santillana CD K tracks 1-8</li> <li>• MES-English flashcards and accompanying Bingo game</li> <li>• Google Chromebooks</li> <li>• Is That The School, Santillana Spotlight on English story book</li> <li>• ReadingA-Z.com</li> <li>• Wilson Foundations alphabet cards</li> <li>• <a href="http://www.abcmouse.com">www.abcmouse.com</a></li> <li>• <a href="http://www.wida.us">www.wida.us</a></li> <li>• <a href="http://www.abcteach.com">www.abcteach.com</a></li> <li>• <a href="http://www.scholastic.com">www.scholastic.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• ESL Teacher's Holiday Activity Book, by Elizabeth Claire</li> <li>• Santillana Big Book: Best Friends!</li> <li>• Santillana Black line masters unit 2 K</li> <li>• Santillana Student Book</li> <li>• Santillana Activity Pad K2</li> <li>• Google Chromebooks</li> <li>• MES-English visual/flashcards/bingo</li> <li>• A Picnic in October by Eve Bunting</li> <li>• United streaming video, The First Thanksgiving</li> <li>• Oxford Picture Dictionary for the Content Area</li> <li>• Wilson Foundations alphabet cards</li> <li>• Scholastic Reader, Let's Find Out</li> <li>• TPR activities as needed</li> <li>• When It Rains by Marcia S</li> </ul>	<ul style="list-style-type: none"> <li>• -"Where's My Cake?" Santillana Big Book</li> <li>• -"Goldilocks and the Three Bears"</li> <li>• "This is the Way"</li> <li>• The Three Little Pigs"</li> <li>• Santillana black line masters unit 3/4 K</li> <li>• Santillana Student book K</li> <li>• Santillana Activity Pad K</li> <li>• Santillana CD K tracks 13-18</li> <li>• Wilson Foundations alphabet cards</li> <li>• Longman Picture Dictionary and workbook pages/songs</li> <li>• Side by Side Pearson Longman</li> <li>• Food Bingo game</li> <li>• <a href="http://www.Mes-English.com">www.Mes-English.com</a></li> <li>• <a href="http://www.wida.us">www.wida.us</a></li> <li>• <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>• Word Study in Action: Words Their Way with English Learners</li> </ul>

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	<ul style="list-style-type: none"> <li>● Word Study in Action: Words Their Way with English Learners by Pearson</li> </ul>	<p>Freehold</p> <ul style="list-style-type: none"> <li>● A to Z Winter by Tracy Nelson Maurer</li> <li>● <a href="http://www.madeinamerica.org">www.madeinamerica.org</a></li> <li>● <a href="http://teacher.scholastic.com/activities/immigration/index.htm">http://teacher.scholastic.com/activities/immigration/index.htm</a></li> <li>● <a href="http://www.wida.us">www.wida.us</a></li> <li>● <a href="http://www.abcmouse.com">www.abcmouse.com</a></li> </ul> <p>● Word Study in Action: Words Their Way with English Learners by Pearson</p>	by Pearson
Interdisciplinary Connections: (e.g. writing, literacy, math, science, history, 21st century life and careers, technology)	<p><i>English Language Proficiency Standard</i></p> <p>1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p><i>English Language Proficiency Standard</i></p> <p>2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p><i>English Language Proficiency Standard</i></p> <p>3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</p> <p><i>English Language Proficiency Standard</i></p> <p>4: English language learners</p>	<p><i>English Language Proficiency Standard</i></p> <p>1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p><i>English Language Proficiency Standard</i></p> <p>2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p><i>English Language Proficiency Standard</i></p> <p>3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</p> <p><i>English Language Proficiency Standard</i></p> <p>4: English language learners</p>	<p><i>English Language Proficiency Standard</i></p> <p>1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p><i>English Language Proficiency Standard</i></p> <p>2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p><i>English Language Proficiency Standard</i></p> <p>3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</p> <p><i>English Language Proficiency Standard</i></p> <p>4: English language learners</p>



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	<p>communicate information, ideas, and concepts necessary for academic success in the content area of Science.</p> <p><i>English Language Proficiency Standard</i></p> <p>5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>	<p>communicate information, ideas, and concepts necessary for academic success in the content area of Science.</p> <p><i>English Language Proficiency Standard</i></p> <p>5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>	<p>communicate information, ideas, and concepts necessary for academic success in the content area of Science.</p> <p><i>English Language Proficiency Standard</i></p> <p>5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>
<p>Differentiation: (What type of differentiated instruction will be used for ML, SP.ED. and G&amp;T students?)</p>	<p>Differentiation has been integrated into the entire unit via scaffolding techniques as per WIDA standards.</p> <p>Other differentiation activities may include: Modify activities and assessments as per individual students' IEPs</p> <ul style="list-style-type: none"> <li>• Use of visuals</li> <li>• Words banks</li> <li>• Reduced choice on assessments</li> <li>• Preferential seating</li> <li>• Front-loaded notes</li> <li>• Study guides</li> <li>• Choice activities</li> <li>• Manipulatives</li> <li>• Tiered/Scaffolded lessons</li> <li>• Topic selection by interest</li> <li>• Modified time requirements</li> <li>• Modify lesson, assessment and study guide format</li> <li>• Modeling</li> <li>• Modified homework</li> </ul>	<p>Differentiation has been integrated into the entire unit via scaffolding techniques as per WIDA standards</p> <p>Other differentiation activities may include: Modify activities and assessments as per individual students' IEPs</p> <ul style="list-style-type: none"> <li>• Use of visuals</li> <li>• Words banks</li> <li>• Reduced choice on assessments</li> <li>• Preferential seating</li> <li>• Front-loaded notes</li> <li>• Study guides</li> <li>• Choice activities</li> <li>• Manipulatives</li> <li>• Tiered/Scaffolded lessons</li> <li>• Topic selection by interest</li> <li>• Modified time requirements</li> <li>• Modify lesson, assessment and study guide format</li> <li>• Modeling</li> <li>• Modified homework</li> </ul>	<p>Differentiation has been integrated into the entire unit via scaffolding techniques as per WIDA standards.</p> <p>Other differentiation activities may include: Modify activities and assessments as per individual students' IEPs</p> <ul style="list-style-type: none"> <li>• Use of visuals</li> <li>• Words banks</li> <li>• Reduced choice on assessments</li> <li>• Preferential seating</li> <li>• Front-loaded notes</li> <li>• Study guides</li> <li>• Choice activities</li> <li>• Manipulatives</li> <li>• Tiered/Scaffolded lessons</li> <li>• Topic selection by interest</li> <li>• Modified time requirements</li> <li>• Modify lesson, assessment and study guide format</li> <li>• Modeling</li> <li>• Modified homework</li> </ul>

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	Provide enriched curriculum and activities <ul style="list-style-type: none"> <li>• Compact curriculum</li> <li>• Independent projects</li> <li>• Interest centers</li> <li>• Interest groups</li> <li>• Tiered assignments</li> <li>• Flexible skills grouping</li> <li>• Learning centers</li> <li>• High-level questions</li> <li>• Contracts/management plans</li> </ul>	Provide enriched curriculum and activities <ul style="list-style-type: none"> <li>• Compact curriculum</li> <li>• Independent projects</li> <li>• Interest centers</li> <li>• Interest groups</li> <li>• Tiered assignments</li> <li>• Flexible skills grouping</li> <li>• Learning centers</li> <li>• High-level questions</li> <li>• Contracts/management plans</li> </ul>	Provide enriched curriculum and activities <ul style="list-style-type: none"> <li>• Compact curriculum</li> <li>• Independent projects</li> <li>• Interest centers</li> <li>• Interest groups</li> <li>• Tiered assignments</li> <li>• Flexible skills grouping</li> <li>• Learning centers</li> <li>• High-level questions</li> <li>• Contracts/management plans</li> </ul>
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Unit of Study: (Timeframe)	Animals in Our Lives 6 Weeks	My Community/ Getting Places 6 Weeks	Our World 6 Weeks
Learning Outcomes			
Established Goals: NJSLS: <i>(Standards that are only applicable to the unit; include technology and 21st century standards)</i>	NJSLS: SL.PE.K.1 SL.II.K.2 SL.ES.K.3 SL.PI.K4 SL.UM.K.5 SL.AS.K.6  W.AW.K.1 W.WP.K.4 W.WR.K.5 W.SE.K.6 W.RW.K.7  L.RF.K.2 L.RF.K.1	NJSLS: SL.PE.K.1 SL.II.K.2 SL.ES.K.3 SL.PI.K4 SL.UM.K.5 SL.AS.K.6  W.AW.K.1 W.WP.K.4 W.WR.K.5 W.SE.K.6 W.RW.K.7  L.RF.K.2 L.RF.K.1	NJSLS: SL.PE.K.1 SL.II.K.2 SL.ES.K.3 SL.PI.K4 SL.UM.K.5 SL.AS.K.6  W.AW.K.1 W.WP.K.4 W.WR.K.5 W.SE.K.6 W.RW.K.7  L.RF.K.2 L.RF.K.1



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	L.WF.K.1 L.VL.K.2 L.WF.K.3  RL.MF.K.6 RL.TS.K.4 RL.CI.K.2 RL.IT.K.3 RL.CR.K.1	L.WF.K.1 L.VL.K.2 L.WF.K.3  RL.MF.K.6 RL.TS.K.4 RL.CI.K.2 RL.IT.K.3 RL.CR.K.1	L.WF.K.1 L.VL.K.2 L.WF.K.3  RL.MF.K.6 RL.CI.K.2 RL.IT.K.3
Enduring Understandings: <i>(What big ideas will students know?)</i>	<ul style="list-style-type: none"> <li>Animals that live in many different habitats have needs just like people do.</li> <li>Pets are often times considered part a family member in the United States.</li> </ul>	<ul style="list-style-type: none"> <li>Communities are created by the many different places inside of it and the many different people who work there.</li> <li>There are many different forms of transportation in urban, suburban and rural communities.</li> </ul>	<ul style="list-style-type: none"> <li>The environment affects the way in which we interact with the world.</li> <li>Weather affects lifestyle choices around the world.</li> </ul>
Essential Questions: <i>(What questions are open-ended, debatable, global and spark critical thinking?)</i>	1. How are animals and human similar and different? 2. How do humans interact with animals?	1. What is a community? 2. Who are the most important people in a community? 3. How are modern modes of transportation more efficient than modes of transportation in the past?	1. How do people adapt to changes in weather? 2. Is being able to make predictions an important life skill? 3. How to humans influence the environment?
Assessment and Evidence			
Assessment & Evidence: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?) (By what criteria will performances of understanding be judged?)</i>	Performance Tasks: <ul style="list-style-type: none"> <li>Respond with gestures or acting out songs, charts, or stories modeled by teachers.</li> <li>Match familiar pictures, objects or movements to oral statements.</li> <li>Role playing in response to illustrated stories read aloud.</li> <li>Describe steps in familiar cycles and processes.</li> </ul>	Performance Tasks: <ul style="list-style-type: none"> <li>Pointing out causes or motives in illustrated stories or read-alouds.</li> <li>Show relationships depicted in informational text with real life objects.</li> <li>Demonstrate the relationship between objects, people or animals from detailed descriptions read aloud using</li> </ul>	Performance Tasks: <ul style="list-style-type: none"> <li>Retell familiar stories through a series of pictures.</li> <li>Share personal stories or experiences with each other.</li> <li>Retell school based content and personal experiences with peers and adults in role playing.</li> <li>Draw individual phases or steps to "how" questions.</li> </ul> Point out illustrated details that

	<ul style="list-style-type: none"> <li>• Draw and reproduce words about preferences (e.g., from charts or posters)</li> <li>• State personal choices from models (e.g., labeling photos or drawings of self)</li> <li>• Complete text about personal opinions on different topics.</li> <li>• Ask and answer questions to learn about unfamiliar words in informational texts.</li> <li>• Produce and expand complete sentences in shared language activities.</li> <li>• With guidance and support, identify the meaning of frequently occurring verbs.</li> <li>• Identify new meanings for familiar words and apply them separately.</li> <li>• Produce and expand complete sentences in shared language activities.</li> <li>• Recall information from experiences or gather information from provided sources.</li> <li>• Read emergent texts with purpose and understanding.</li> <li>• Write letters to match the sounds for: L, K, N, V &amp; Z</li> <li>• Identify and read high frequency words (eat, like, are &amp; my)</li> <li>• Utilize new vocabulary in conversation.</li> <li>• Recognize and tell opposites.</li> <li>• Engage in a nature walk of natural habitats found near the</li> </ul>	<p>gestures.</p> <ul style="list-style-type: none"> <li>• Classify how to resolve situations faced by characters or in context related text using graphic organizers.</li> <li>• Matching familiar descriptive phrases to objects or illustrations with partners.</li> <li>• Compare how to do something in different ways.</li> <li>• Answer questions posed about key details in a text.</li> <li>• Use illustrations and key details in a story to describe characters and settings.</li> <li>• Read emergent reader texts with purpose and understanding.</li> <li>• Produce and expand complete sentences in shared language activities.</li> <li>• With guidance and support, identify the meaning of frequently occurring verbs and adjectives.</li> <li>• Blend and segment onsets and rimes of single syllable spoken words.</li> <li>• Identify letters U, X &amp; Y</li> <li>• Identify and describe environments</li> <li>• Describe a town and locations in a town or city</li> <li>• Identify community workers and the places they work</li> </ul> <p>Other Evidence: Teacher Observations Student Work</p>	<p>match oral descriptions of cycles or procedures.</p> <ul style="list-style-type: none"> <li>• Identify illustrations related to cause and effect from oral information.</li> <li>• Recognize language related to scientific or mathematical processes.</li> <li>• Identify patterns in procedures or natural phenomena in illustrated stories read aloud.</li> <li>• Produce statements about choices using different models as examples: (I want to_____).</li> <li>• Make requests to indicate preferences.</li> <li>• Propose ideas, make claims and ask question to sustain a conversation using content related language.</li> <li>• Describe activities related to the seasons</li> <li>• Exchange information about the weather</li> <li>• Describe clothing as it relates to weather and seasons</li> <li>• Describe activities related to weather</li> <li>• Identify the seasons of the year</li> <li>• Identify seasons with the months of the year</li> <li>• Describe temperature and activities with relation to the seasons</li> <li>• Describe habitual activities</li> <li>• Describe future plans</li> <li>• Compare weather conditions in</li> </ul>
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	<p>school.</p> <p>Other Evidence: Teacher Observations Student Work Partner Work Unit evaluations Student Writing and Illustrations Comprehension Questions Completion of Teacher Created Materials Teacher Conversations with students Breaking Down Tasks for kids Providing step by step prompts to encourage language use Meaningful real life connections Making predictions Teacher made evaluations</p>	<p>Partner Work Unit evaluations Student Writing and Illustrations Comprehension Questions Completion of Teacher Created Materials Teacher Conversations with Students Breaking Down Tasks for kids Providing step by step prompts to encourage language use Meaningful real life connections Making predictions Teacher made evaluations</p>	<p>various climates around the world.</p> <p>Other Evidence: Teacher Observations Student Work Partner Work Unit evaluations Student Writing and Illustrations Comprehension Questions Completion of Teacher Created Materials Teacher Conversations with Students Breaking Down Tasks for kids Providing step by step prompts to encourage language use Meaningful real life connections Making predictions Teacher made evaluations</p>
Instructional Plan			
<p>Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know?)</i></p>	<ul style="list-style-type: none"> <li>• With prompting and support, ask and answer questions about key details in a text.</li> <li>• With prompting and support, retell familiar, including key details.</li> <li>• With prompting and support, identify characters, settings, and major events in a story.</li> <li>• Ask and answer questions about unknown words in a text.</li> <li>• Recognize common types of texts (eg., storybooks, poems).</li> <li>• With prompting and support, name the author and illustrator</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</li> <li>• With prompting and support, identify the main topic and retell key details of a text</li> <li>• Ask and answer questions about unknown words in text.</li> <li>• With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> <li>• Demonstrate understanding of</li> </ul>	<ul style="list-style-type: none"> <li>• Using a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preferences about the topic or book.</li> <li>• Ask and answer questions about unknown words in the text.</li> <li>• With prompting and support, ask and answer questions about unknown words in a text.</li> <li>• With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> </ul>

	<p>of a story and define the role of each in telling the story.</p> <ul style="list-style-type: none"> <li>• With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</li> <li>• With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> <li>• Actively engage in group reading activities with purpose and understanding.</li> <li>• With prompting and support, identify the main topic and retell key details of a text.</li> <li>• With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>• With prompting and support, ask and answer questions about unknown words in a text.</li> <li>• With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</li> <li>• With prompting and support, identify the reasons an author gives support points in a text.</li> <li>• With prompting and support, identify basic similarities in and difference between two</li> </ul>	<p>spoken words, syllables and sounds.</p> <ul style="list-style-type: none"> <li>• Speak audibly and express thoughts, feelings, and ideas clearly.</li> <li>• With guidance and support, respond to questions and suggestions from peers to add details and strengthen writing as needed.</li> <li>• With guidance and support, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> <li>• Participate in shared research and writing projects.</li> <li>• With prompting and support, describe the connection between two individuals , events, or pieces of information in a text.</li> <li>• With prompting and support, ask and answer the questions about unknown words in a text.</li> <li>• With prompting and support, ask and answer questions about key details in a text.</li> <li>• With prompting and support, retell familiar, including key details.</li> <li>• With prompting and support, identify characters, settings, and major events in a story.</li> <li>• Ask and answer questions about unknown words in a text.</li> <li>• Recognize common types of texts (eg., storybooks, poems).</li> <li>• With prompting and support,</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of spoken words, syllables and sounds.</li> <li>• With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> <li>• With prompting and support, retell familiar stories including key details.</li> <li>• With prompting and support, identify characters, settings, and major events in a story.</li> <li>• Recognize common types of texts.</li> <li>• With prompting and support, name the author and illustrator of a story and define the role of each in telling a story.</li> <li>• With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</li> <li>• With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</li> <li>• With prompting and support, identify the reasons an author gives to support points in a text.</li> <li>• Actively engage in group reading activities with purpose and understanding.</li> <li>• Demonstrate understanding of the organizations and basic features of print.</li> <li>• Know and apply grade level</li> </ul>
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	<p>texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <ul style="list-style-type: none"> <li>• Actively engage in group reading activities with purpose and understanding.</li> <li>• Demonstrate understanding of the organization and basic features of print.</li> <li>• Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</li> <li>• Read emergent-reader texts with purpose and understanding.</li> <li>• Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</li> <li>• 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.</li> <li>• Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> <li>• Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.</li> <li>• Add drawings or other visual</li> </ul>	<p>describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <ul style="list-style-type: none"> <li>• With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</li> <li>• With prompting and support, identify the reasons an author gives to support points in a text.</li> <li>• Actively engage in group reading activities with purpose and understanding.</li> <li>• With prompting and support, identify similarities and differences between two texts on the same topic.</li> <li>• Use a combination of drawing, dictating and writing to compose original pieces in which they tell a reader or name of the book they are writing about and state opinions about the book.</li> </ul>	<p>phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• Read emergent-reader texts with purpose and understanding.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when speaking or writing.</li> <li>• 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 ...).</li> <li>• 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.</li> <li>• Confirm understanding of 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.</li> </ul>
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	<p>displays to descriptions as desired to provide additional detail.</p> <ul style="list-style-type: none"> <li>• Speak audibly and express thoughts, feelings, and ideas clearly.</li> <li>• 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 ...).</li> <li>• 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.</li> </ul>		
Resources:	<ul style="list-style-type: none"> <li>• Animal Opposites</li> <li>• Robert's Pet by Santillana</li> <li>• Santillana Activity Pad K</li> <li>• Santillana black line masters unit 1K</li> <li>• Santillana student book K</li> <li>• Santillana CD K tracks 19-31</li> <li>• Eric Carle books (variety)</li> <li>• Mammal Moms and their young by Marcia Freeman</li> <li>• Our Trip to the Zoo Santillana</li> <li>• From an Egg by Ray James</li> <li>• In the Crow's backyard by Alma Flor Ada</li> <li>• Rat-A-Tat Cat by Alma Flor Ada</li> <li>• Word Study in Action: Words</li> </ul>	<ul style="list-style-type: none"> <li>• Jobs People Do by DK books</li> <li>• A Week Away- Santillana big book</li> <li>• Clothesline Clues to Jobs People Do, by Kathryn Heiling</li> <li>• Helpers in My Community by Bobbie Kalma</li> <li>• Whose Vehicle Is This? A look at Vehicles Workers Drive by Sharon Katz Cooper</li> <li>• Look Out! By Cindy Leaney</li> <li>• Transportation by Alain Gree</li> <li>• Transportation in My Neighborhood by Shelly Lions</li> <li>• Santillana Activity Pad K</li> <li>• Santillana black line masters</li> </ul>	<ul style="list-style-type: none"> <li>• The Reason for Seasons by Gail Gibbons</li> <li>• Watch it Grow by Nancy Dickmann</li> <li>• I'm Going to the Beach Today</li> <li>• Santillana Activity Pad K</li> <li>• Santillana black line masters unit 1K</li> <li>• Santillana student book K</li> <li>• Santillana CD K tracks 46-50</li> <li>• SHaring the Seasons: A Book of Poems, by Lee Bennet Hopkins and David Diaz</li> <li>• Winter, Spring, Summer and Fall: Seasons books for Children</li> <li>• The Seasons of Arnold's Apple</li> </ul>

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	<p>Their Way with English Learners by Pearson</p> <ul style="list-style-type: none"> <li>• Foundations Alphabet cards by Wilson</li> <li>• <a href="http://www.atozreading.com">www.atozreading.com</a></li> <li>• <a href="http://www.abcteach.com">www.abcteach.com</a></li> <li>• <a href="http://www.wids.us">www.wids.us</a></li> </ul>	<p>unit 1K</p> <ul style="list-style-type: none"> <li>• Santillana student book K</li> <li>• Santillana CD K tracks 32-38</li> <li>• Where I Live by Santillana</li> <li>Signs, Signs, Signs by Melvin Campbell</li> <li>• What Do You Want to Be by Amy White</li> <li>• Foundations Alphabet cards by Wilson</li> <li>• Word Study in Action: Words Their Way with English Learners by Pearson</li> <li>• <a href="http://www.atozreading.com">www.atozreading.com</a></li> <li>• <a href="http://www.abcteach.com">www.abcteach.com</a></li> <li>• <a href="http://www.wids.us">www.wids.us</a></li> <li>• <a href="http://www.abcmouse.com">www.abcmouse.com</a></li> </ul>	<p>Tree by Gail Gibbons</p> <ul style="list-style-type: none"> <li>• When It Rains by Marcia Freeman</li> <li>• A-Z Winter by Tracy Nelson</li> <li>• At the Pond by Marcia Freeman</li> <li>• Foundations Alphabet cards by Wilson</li> <li>• Word Study in Action: Words Their Way with English Learners by Pearson</li> <li>• <a href="http://www.atozreading.com">www.atozreading.com</a></li> <li>• <a href="http://www.abcteach.com">www.abcteach.com</a></li> <li>• <a href="http://www.wids.us">www.wids.us</a></li> <li>• <a href="http://www.abcmouse.com">www.abcmouse.com</a></li> </ul>
<p>Interdisciplinary Connections: (e.g. writing, literacy, math, science, history, 21st century life and careers, technology)</p>	<p><i>English Language Proficiency Standard</i></p> <p>1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p><i>English Language Proficiency Standard</i></p> <p>2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p><i>English Language Proficiency Standard</i></p> <p>3: English language learners communicate information, ideas, and concepts necessary for</p>	<p><i>English Language Proficiency Standard</i></p> <p>1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p><i>English Language Proficiency Standard</i></p> <p>2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p><i>English Language Proficiency Standard</i></p> <p>3: English language learners communicate information, ideas, and concepts necessary for</p>	<p><i>English Language Proficiency Standard</i></p> <p>1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p><i>English Language Proficiency Standard</i></p> <p>2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p><i>English Language Proficiency Standard</i></p> <p>3: English language learners communicate information, ideas, and concepts necessary for</p>

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	<p>academic success in the content area of Mathematics.</p> <p><i>English Language Proficiency Standard</i> 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</p> <p><i>English Language Proficiency Standard</i> 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>	<p>academic success in the content area of Mathematics.</p> <p><i>English Language Proficiency Standard</i> 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</p> <p><i>English Language Proficiency Standard</i> 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>	<p>academic success in the content area of Mathematics.</p> <p><i>English Language Proficiency Standard</i> 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</p> <p><i>English Language Proficiency Standard</i> 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>
<p>Differentiation: (What type of differentiated instruction will be used for ML, SP.ED. and G&amp;T students?)</p>	<p>Differentiation has been integrated into the entire unit via scaffolding techniques as per WIDA standards.</p> <p>Other differentiation activities may include: Modify activities and assessments as per individual students' IEPs</p> <ul style="list-style-type: none"> <li>• Use of visuals</li> <li>• Words banks</li> <li>• Reduced choice on assessments</li> <li>• Preferential seating</li> <li>• Front-loaded notes</li> <li>• Study guides</li> <li>• Choice activities</li> <li>• Manipulatives</li> <li>• Tiered/Scaffolded lessons</li> </ul>	<p>Differentiation has been integrated into the entire unit via scaffolding techniques as per WIDA standards</p> <p>Other differentiation activities may include: Modify activities and assessments as per individual students' IEPs</p> <ul style="list-style-type: none"> <li>• Use of visuals</li> <li>• Words banks</li> <li>• Reduced choice on assessments</li> <li>• Preferential seating</li> <li>• Front-loaded notes</li> <li>• Study guides</li> <li>• Choice activities</li> <li>• Manipulatives</li> <li>• Tiered/Scaffolded lessons</li> </ul>	<p>Differentiation has been integrated into the entire unit via scaffolding techniques as per WIDA standards.</p> <p>Other differentiation activities may include: Modify activities and assessments as per individual students' IEPs</p> <ul style="list-style-type: none"> <li>• Use of visuals</li> <li>• Words banks</li> <li>• Reduced choice on assessments</li> <li>• Preferential seating</li> <li>• Front-loaded notes</li> <li>• Study guides</li> <li>• Choice activities</li> <li>• Manipulatives</li> <li>• Tiered/Scaffolded lessons</li> </ul>

Fairfield Public Schools

## **English as a Second Language (ESL) Curriculum for Multilingual Learners (MLs)**

### **Grade 1**

#### **ABSTRACT**

*This course is designed for Multilingual learners (MLs) in first grade. Throughout the course, students will investigate the following global themes: school time, the body and clothing, staying healthy, animals, community and land and country. Students will focus on their skills in listening, speaking, reading and writing as they progress through English language proficiency levels. Students will learn content and be assessed through various performance tasks that are scaffolded to meet the ever-changing needs of multilingual learners. The curriculum includes a variety of assessments and performance tasks to meet all proficiency levels in first grade.*

ESL Grade 1

Fairfield Public Schools ESL Curriculum

Unit of Study: (Timeframe)	School Time (6 weeks)	Body/Clothing 6 weeks)	Home, Sweet Home/ Staying Healthy (8 weeks)
Learning Outcomes			
Established Goals: NJSLS: (Standards that are only applicable to the unit; include technology and 21st century standards)	NJSLS: SL.PE.1.1 SL.II.1.2 SL.II.1.3 SL.PI.1.4 SL.UM.1.5 SL.AS.1.5  L.RF.1.1 L.RF.1.2 L.RF.1.3 L.RF.1.4 L.WF.1.1 L.WF.1.2 L.WF.1.3 L.KL.1.1 L.VL.1.2 L.VI.1.3  RL.CR.1.1 RL.CI.1.2 RI.IT.1.3 RI.PP.1.5  W.AW.1.1 W.WP.1.4 W.WR.1.5 W.SE.1.6 W.RW.1.7	NJSLS: SL.PE.1.1 SL.II.1.2 SL.II.1.3 SL.PI.1.4 SL.UM.1.5 SL.AS.1.5  L.RF.1.1 L.RF.1.2 L.RF.1.3 L.RF.1.4 L.WF.1.1 L.WF.1.2 L.WF.1.3 L.KL.1.1 L.VL.1.2 L.VI.1.3  RL.CR.1.1 RL.CI.1.2 RI.IT.1.3 RL.MF.1.6  W.IW.1.2 W.WP.1.4 W.WR.1.5 W.SE.1.6 W.RW.1.7	NJSLS: SL.PE.1.1 SL.II.1.2 SL.II.1.3 SL.PI.1.4 SL.UM.1.5 SL.AS.1.5  L.RF.1.1 L.RF.1.2 L.RF.1.3 L.RF.1.4 L.WF.1.1 L.WF.1.2 L.WF.1.3 L.KL.1.1 L.VL.1.2 L.VI.1.3  RL.CR.1.1 RL.CI.1.2 RI.IT.1.3  W.IW.1.2 W.WP.1.4 W.WR.1.5 W.SE.1.6 W.RW.1.7
Enduring Understandings: (What big ideas will students know?)	<ul style="list-style-type: none"> <li>• Various people and places in a school provide support for all</li> </ul>	<ul style="list-style-type: none"> <li>• We can describe the appearance of a person by</li> </ul>	<ul style="list-style-type: none"> <li>• Every family is made up of different family members.</li> </ul>

	<p>students to be happy and successful.</p> <ul style="list-style-type: none"> <li>• A good citizen has specific qualities and traits.</li> </ul>	<p>identifying their physical features and their clothing.</p> <ul style="list-style-type: none"> <li>• Clothing can be a reflection of one's surroundings, beliefs and cultural practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Each space in a home has a specific name and purpose. .</li> <li>• Family traditions are activities that a family does over and over again.</li> <li>• Exercise helps keep our bodies strong.</li> </ul>
<p>Essential Questions: <i>(What questions are open-ended, debatable, global and spark critical thinking?)</i></p>	<p>1. What places and people are essential to a school? 2. What makes a good citizen?</p>	<p>1. Are clothes a reflection of culture or one's surroundings? 2. How do people differ from the past compared to the present?</p>	<p>1. Who are members of a family? 2. How does a person's house reflect their family values? 3. Why are healthy foods and habits important?</p>
Assessment and Evidence			
<p>Assessment &amp; Evidence: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?) (By what criteria will performances of understanding be judged?)</i></p>	<p>Performance Tasks:</p> <ul style="list-style-type: none"> <li>• Identify and describe school activities, locations, supplies and workers.</li> <li>• Make a prediction based on the title and pictures of a story.</li> <li>• Participate in conversations with others using proper rules when speaking while going over classroom procedures.</li> <li>• Ask and answer questions about key details in text.</li> <li>• Retell stories, including key details, demonstrate understanding of their central message or lesson</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including</li> </ul>	<p>Performance Tasks:</p> <ul style="list-style-type: none"> <li>• Ask and answer questions about key details in text.</li> <li>• Retell stories, including key details, demonstrate understanding of their central message or lesson</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>• Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• With prompting and support, read prose and poetry of appropriate complexity for grade 1.</li> <li>• Identify the main topic and retell key details of a text.</li> <li>• Describe the connection</li> </ul>	<p>Performance Tasks:</p> <ul style="list-style-type: none"> <li>• Discuss and identify healthy foods and habits.</li> <li>• Make predictions based on the title and pictures.</li> <li>• Write a recipe for a favorite snack.</li> <li>• Identify different kinds of sentences.</li> <li>• Read and identify adjectives.</li> <li>• Ask and answer questions about key details in text.</li> <li>• Retell stories, including key details, demonstrate understanding of their central message or lesson</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>• Use illustrations and details in a</li> </ul>

	<p>using frequently occurring conjunctions to signal simple relationships (e.g. because, and, or)</p> <ul style="list-style-type: none"> <li>• Listen to, discuss and compare published stories/texts written by various authors to answer a question with guidance and support.</li> <li>• Decode basic short /a/, /o/, /i/ words.</li> <li>• Identify and read grade level high frequency/irregular words in and out of context (a, I, is, my, am, can, do, it, like, he, she, we, to, up, an, me, no, see, so, you).</li> <li>• Orally produce single syllable words by blending sounds, including consonant blends.</li> <li>• Identify initial, medial vowel, and finals sounds</li> <li>• Match text to the illustrations to find key ideas.</li> <li>• Use illustrations and key details in a story to describe character and setting.</li> <li>• Read a poem with prompting and support.</li> <li>• Use verbs that depict past, present, and future.</li> <li>• Establish a purpose for reading.</li> <li>• Read grade level text with accuracy and support.</li> <li>• Monitor reading using context clues (does the picture match the text to help with comprehension).</li> </ul>	<p>between two individuals, events, ideas, or pieces of information in a text.</p> <ul style="list-style-type: none"> <li>• Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>• Use the illustrations and details in a text to describe its key ideas.</li> <li>• With prompting and support, read informational texts appropriately complex for grade 1.</li> <li>• Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</li> <li>• Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>• Read with sufficient accuracy and fluency to support comprehension.</li> <li>• Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li> <li>• With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</li> <li>• Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>• Ask and answer questions about what a speaker says in order to gather additional</li> </ul>	<p>story to describe its characters, setting, or events.</p> <ul style="list-style-type: none"> <li>• With prompting and support, read prose and poetry of appropriate complexity for grade 1.</li> <li>• Identify the main topic and retell key details of a text.</li> <li>• Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>• Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>• Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in text.</li> <li>• Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>• Use the illustrations and details in a text to describe its key ideas.</li> <li>• Identify basic similarities in and differences between two texts on the same topics (e.g., in illustrations, descriptions, or procedures.</li> <li>• With prompting and support, read informational texts appropriately complex for grade 1</li> <li>• Demonstrate understanding of the organization and basic features of print.</li> <li>• Demonstrate understanding of</li> </ul>
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	<ul style="list-style-type: none"> <li>• Distinguish long and short vowel sounds.</li> <li>• Answer questions posed about key details.</li> <li>• Draw a picture about a poem using visualization skills.</li> <li>• Decode basic words with digraph –ck.</li> <li>• Count the syllables in printed multisyllabic words.</li> <li>• Write about a topic of their choice.</li> <li>• Understand the purpose of a conference and teacher/student role.</li> <li>• Observe how to use a computer to type their writing.</li> <li>• Choose a writing piece to publish using technology.</li> <li>• Write and/or revise using capitals, punctuation, and conventional spelling.</li> </ul> <p>Other Evidence:  Teacher Observations  Student Work  Partner Work  Unit evaluations  Student Writing and Illustrations  Comprehension Questions  Completion of Teacher Created Materials  Teacher Conversations with students  Breaking Down Tasks for kids  Providing step by step prompts to encourage language use  Meaningful real life connections  Making predictions</p>	<p>information or clarify something that is not understood.</p> <ul style="list-style-type: none"> <li>• Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>• Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> <li>• Produce complete sentences when appropriate to task and situation.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.</li> <li>• Identify and discuss feelings/emotions.</li> <li>• Describe the appearance of a person.</li> <li>• Identify the parts of the body.</li> <li>• Identify clothing items.</li> <li>• Identify and describe the five senses.</li> <li>• Identify the chronological order using the temporal words (First, Next, Last) to organize ideas.</li> </ul>	<p>spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>• Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>• Read with sufficient accuracy and fluency to support comprehension.</li> <li>• Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, and provide some sense of closure.</li> <li>• Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li> <li>• Participate in shared research and writing project (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</li> <li>• With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> <li>• Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> <li>• Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>• Describe people, places, things, and events with relevant details,</li> </ul>
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	<p>Teacher made evaluations SGO Pre-/Post-Tests Graphic Organizers Teacher Observation Discussion, Learning/Writing Journals (Notebooks) Peer and Self Assessments Practice Presentations Reader's Theater Quizzes Practice Worksheets ACCESS for ELLs</p>	<ul style="list-style-type: none"> <li>• Use illustrations and key details in a fiction text to describe character and setting by drawing three items and writing two adjectives for each item.</li> <li>• Identify adjectives when describing people, places, and events within a text.</li> </ul> <p>Other Evidence: Teacher Observations Student Work Partner Work Unit evaluations Student Writing and Illustrations Comprehension Questions Completion of Teacher Created Materials Teacher Conversations with Students Breaking Down Tasks for kids Providing step by step prompts to encourage language use Meaningful real life connections Making predictions Teacher made evaluations SGO Pre-/Post-Tests Graphic Organizers Teacher Observation Discussion, Learning/Writing Journals (Notebooks) Peer and Self Assessments Practice Presentations Reader's Theater Quizzes Practice Worksheets ACCESS for ELLs</p>	<p>expressing ideas and feelings clearly.</p> <ul style="list-style-type: none"> <li>• Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings</li> <li>• Produce complete sentences when appropriate to task and situation.</li> <li>• Decode words with long e, long i, soft c, and variants /ow/ and /ou/.</li> </ul> <p>Other Evidence: Teacher Observations Student Work Partner Work Unit evaluations Student Writing and Illustrations Comprehension Questions Completion of Teacher Created Materials Teacher Conversations with Students Breaking Down Tasks for kids Providing step by step prompts to encourage language use Meaningful real life connections Making predictions Teacher made evaluations SGO Pre-/Post-Tests Graphic Organizers Teacher Observation Discussion, Learning/Writing Journals (Notebooks) Peer and Self Assessments Practice Presentations</p>
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			<p>Reader's Theater</p> <p>Quizzes</p> <p>Practice Worksheets</p> <p>ACCESS for ELLs</p>
Instructional Plan			
<p>Learning Activities/Content:</p> <p><i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know?)</i></p>	<ul style="list-style-type: none"> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.</li> <li>• With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</li> <li>• Make predictions based on the title and pictures.</li> <li>• Write a recipe for a favorite snack.</li> <li>• Identify different kinds of sentences.</li> <li>• Read and identify adjectives.</li> <li>• Decode words with long e, long i, soft c, and variants /ow/ and /ou/.</li> <li>• Describe characters or places in picture</li> <li>• Retell simple stories from picture cues</li> <li>• Participate in dialog with peers on familiar topics</li> <li>• Identify real life objects based on descriptive oral phrases or short sentences</li> <li>• Point to objects or people</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate options to make personal choices from oral simple sentences</li> <li>• Signal agreement or disagreement with short oral statements using gestures (e.g., "Today is Monday." "Clap one time for yes. Clap two times for no.")</li> <li>• Classify objects according to descriptive oral statements</li> <li>• Follow conditional directions (e.g., "Raise two hands if you like ice cream.")</li> <li>• Express preferences by naming and pointing to objects • Repeat language to express agreement or disagreement</li> <li>• Respond to short statements or questions about choices (e.g., "I am sure." "I am not sure.")</li> <li>• State likes and dislikes to participate in conversations with peers</li> <li>• Mimic gestures or movements associated with oral commands</li> <li>• Match key words or expressions in songs, chants, and poems to illustrations</li> <li>• Act out oral statements using manipulatives or real-life objects</li> <li>• Point to objects, characters or</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and identify healthy foods and habits.</li> <li>• Mimic gestures or movements associated with oral commands</li> <li>• Match key words or expressions in songs, chants, and poems to illustrations</li> <li>• Act out oral statements using manipulatives or real-life objects</li> <li>• Point to objects, characters or places from oral descriptions</li> <li>• Sequence pictures of stories read aloud (e.g., beginning, middle, end)</li> <li>• Follow modeled oral instructions related to content</li> <li>• Repeat words, phrases and memorized chunks of language related to different topics</li> <li>• Answer yes or no questions about stories or experiences</li> <li>• State content related facts in context (e.g., playing telephone)</li> <li>• Describe characters or places in picture</li> <li>• Retell simple stories from picture cues</li> <li>• Participate in dialog with peers on familiar topics</li> <li>• Identify real life objects based on descriptive oral phrases or short sentences</li> </ul>

	<p>reflective of content-related vocabulary (e.g., family members)</p> <ul style="list-style-type: none"> <li>• Classify real-life objects according to their function based on oral directions</li> <li>• Interpret oral descriptions and matching them to illustrations</li> <li>• Identify illustrated cycles or processes described orally</li> <li>• Answer questions with words or phrases</li> <li>• Describe pictures or classroom objects</li> <li>• Demonstrate how to do something using gestures or real-life objects (e.g., tie a bow)</li> <li>• Describe what people do from action pictures (e.g., jobs of community workers)</li> <li>• Answer questions about likes and preferences</li> <li>• Identify words or phrases that express opinions</li> <li>• Evaluate options to make personal choices from oral simple sentences</li> <li>• Signal agreement or disagreement with short oral statements using gestures (e.g., "Today is Monday." "Clap one time for yes. Clap two times for no.")</li> <li>• Classify objects according to descriptive oral statements</li> <li>• Follow conditional directions (e.g., "Raise two hands if you like ice cream.")</li> <li>• Express preferences by naming and pointing to objects</li> <li>• Repeat language to express</li> </ul>	<p>places from oral descriptions</p> <ul style="list-style-type: none"> <li>• Sequence pictures of stories read aloud (e.g., beginning, middle, end)</li> <li>• Follow modeled oral instructions related to content</li> <li>• Repeat words, phrases and memorized chunks of language related to different topics</li> <li>• Answer yes or no questions about stories or experiences</li> <li>• State content related facts in context (e.g., playing telephone)</li> <li>• Describe characters or places in picture</li> <li>• Track the speakers to demonstrate understanding</li> <li>• Share pictures, created work, or visuals to contribute to the conversation</li> <li>• Follow along familiar routines of small and large group discussions</li> <li>• Recognize different types of intonation the speakers use in a discussion</li> <li>• Retell simple stories from picture cues</li> <li>• Participate in dialog with peers on familiar topics</li> <li>• Identify real life objects based on descriptive oral phrases or short sentences</li> <li>• Point to objects or people reflective of content-related vocabulary (e.g., family members)</li> <li>• Ask clarifying questions</li> <li>• Invite others to participate in the discussion</li> <li>• Answer questions posed about</li> </ul>	<ul style="list-style-type: none"> <li>• Point to objects or people reflective of content-related vocabulary (e.g., family members)</li> <li>• Classify real-life objects according to their function based on oral directions</li> <li>• Interpret oral descriptions and matching them to illustrations</li> <li>• Identify illustrated cycles or processes described orally</li> <li>• Answer questions with words or phrases</li> <li>• Describe pictures or classroom objects</li> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.</li> <li>• With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</li> <li>• Demonstrate how to do something using gestures or real-life objects (e.g., tie a bow)</li> <li>• Describe what people do from action pictures (e.g., jobs of community workers)</li> <li>• Answer questions about likes and preferences</li> <li>• Identify words or phrases that express opinions</li> <li>• Recognize different types of intonation the speakers use in a discussion</li> </ul>
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	<p>agreement or disagreement</p> <ul style="list-style-type: none"> <li>• Respond to short statements or questions about choices (e.g., "I am sure." "I am not sure.")</li> <li>• State likes and dislikes to participate in conversations with peers</li> <li>• Describe characters or objects using pictures or actions</li> <li>• State choices of materials or supplies and reasons for their selection</li> <li>• Track the speakers to demonstrate understanding</li> <li>• Share pictures, created work, or visuals to contribute to the conversation</li> <li>• Follow along familiar routines of small and large group discussions</li> <li>• Recognize different types of intonation the speakers use in a discussion</li> <li>• Ask clarifying questions</li> <li>• Invite others to participate in the discussion</li> <li>• Answer questions posed about key details in a text</li> <li>• Use illustrations and key details in a story to describe characters and settings</li> <li>• Use resources (e.g., charts, photographs) in a text for describing key ideas</li> <li>• Recognize a sentence begins with a capital letter and ends with a punctuation mark</li> <li>• Orally produce single-syllable words by blending sounds</li> </ul>	<p>key details in a text</p> <ul style="list-style-type: none"> <li>• Use illustrations and key details in a story to describe characters and settings</li> <li>• Use resources (e.g., charts, photographs) in a text for describing key ideas</li> <li>• Recognize a sentence begins with a capital letter and ends with a punctuation mark</li> <li>• Orally produce single-syllable words by blending sounds (phonemes), including consonant blends</li> <li>• Distinguish long and short vowel sounds in a spoken single-syllable word (e.g., cat, play)</li> <li>• Add illustrations that represent descriptions of characters, places, or events for clarification</li> <li>• Classify real-life objects according to their function based on oral directions</li> <li>• Interpret oral descriptions and matching them to illustrations</li> <li>• Identify illustrated cycles or processes described orally</li> <li>• Answer questions with words or phrases</li> <li>• Describe pictures or classroom objects</li> <li>• Demonstrate how to do something using gestures or real-life objects (e.g., tie a bow)</li> <li>• Describe what people do from action pictures (e.g., jobs of community workers)</li> <li>• Answer questions about likes</li> </ul>	<ul style="list-style-type: none"> <li>• Ask clarifying questions</li> <li>• Invite others to participate in the discussion</li> <li>• Answer questions posed about key details in a text</li> <li>• Use illustrations and key details in a story to describe characters and settings</li> <li>• Use resources (e.g., charts, photographs) in a text for describing key ideas</li> <li>• Recognize a sentence begins with a capital letter and ends with a punctuation mark</li> <li>• Orally produce single-syllable words by blending sounds (phonemes), including consonant blends</li> <li>• Distinguish long and short vowel sounds in a spoken single-syllable word (e.g., cat, play)</li> <li>• Add illustrations that represent descriptions of characters, places, or events for clarification</li> <li>• Evaluate options to make personal choices from oral simple sentences</li> <li>• Signal agreement or disagreement with short oral statements using gestures (e.g., "Today is Monday." "Clap one time for yes. Clap two times for no.")</li> <li>• Classify objects according to descriptive oral statements</li> <li>• Follow conditional directions (e.g., "Raise two hands if you like</li> </ul>
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	<p>(phonemes), including consonant blends</p> <ul style="list-style-type: none"> <li>• Distinguish long and short vowel sounds in a spoken single-syllable word (e.g., cat, play)</li> <li>• Add illustrations that represent descriptions of characters, places, or events for clarification</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul>	<p>and preferences</p> <ul style="list-style-type: none"> <li>• Identify words or phrases that express opinions</li> <li>• Describe characters or objects using pictures or actions</li> <li>• State choices of materials or supplies and reasons for their selection</li> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>	<p>ice cream.”)</p> <ul style="list-style-type: none"> <li>• Express preferences by naming and pointing to objects • Repeat language to express agreement or disagreement</li> <li>• Respond to short statements or questions about choices (e.g., “I am sure.” “I am not sure.”)</li> <li>• State likes and dislikes to participate in conversations with peers</li> <li>• Describe characters or objects using pictures or actions</li> <li>• State choices of materials or supplies and reasons for their selection</li> <li>• Track the speakers to demonstrate understanding</li> <li>• Share pictures, created work, or visuals to contribute to the conversation</li> <li>• Follow along familiar routines of small and large group discussions</li> </ul>
Resources:	<p>Santillana Series Grade 1 Unit 1</p> <p>Spotlight stories: Ann’s School by Sarah Fash</p> <p>Songs/Rhymes/Poems:</p> <ul style="list-style-type: none"> <li>• The More We Play Together</li> <li>• Friend of Mine</li> <li>• My School</li> <li>• Bingo</li> </ul> <p>Thematic Library Books:</p> <ul style="list-style-type: none"> <li>• Good Citizenship</li> </ul> <p>Various Books such as:</p>	<p>Santillana Series Grade 1 Unit 2</p> <p>Spotlight stories: David’s Birthday by Sarah Fash</p> <p>Songs/Rhymes/Poems:</p> <ul style="list-style-type: none"> <li>• Head, Shoulders, Knees and Toes</li> <li>• Happy Birthday</li> </ul> <p>Thematic Books:</p> <ul style="list-style-type: none"> <li>• What Can You Do?</li> </ul> <p>Various Books such as:</p> <ul style="list-style-type: none"> <li>• From Head to Toe</li> </ul>	<p>Santillana Series Grade 1 Units 3 &amp; 4</p> <p>Spotlight stories: Where is Baby Bear? By Sarah Fash No More Sweets! By Sarah Fash</p> <p>Songs/ Rhymes/ Poems:</p> <ul style="list-style-type: none"> <li>• This is the Way</li> <li>• The Muffin Man</li> <li>• Are You Sleeping?</li> </ul> <p>Thematic Library Books:</p> <ul style="list-style-type: none"> <li>• No TV Day</li> </ul>

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	<ul style="list-style-type: none"> <li>• Kindergarten ABC by Jacqueline Rogers</li> <li>• If You Take a Mouse to School by Laura Numeroff</li> <li>• What Teachers Can't Do by Douglas Wood</li> <li>• ABC by Dr. Seuss</li> <li>• The Shape of Things by Dayle Ann Dodds</li> </ul> <p>Google Chromebooks</p> <ul style="list-style-type: none"> <li>• Word Study in Action: Words Their Way with English Learners by Pearson</li> </ul> <p>Games:</p> <ul style="list-style-type: none"> <li>• Bingos (ABC, Shapes, Color)</li> <li>• Cariboo</li> <li>• Zingo</li> <li>• Alphabet Match Me</li> <li>• Picture Bingo</li> <li>• Perfection</li> <li>• <a href="http://www.abcteach.com">www.abcteach.com</a></li> <li>• <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> <li>• <a href="http://www.abcya.com">www.abcya.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• Toes, Ears, and Nose by Marion Dane Bauer</li> <li>• Snowman at Night by Carolyn Buchner</li> <li>• Froggy Gets Dressed by Jonathan London</li> <li>• Two Eyes, A Nose, and A Mouth by Roberta Grobel Intrater</li> <li>• The Jacket I wear in the Snow by Shirley Neitzel</li> <li>• The Way I Feel by Janan Cain</li> </ul> <p>Google Chromebooks</p> <ul style="list-style-type: none"> <li>• Word Study in Action: Words Their Way with English Learners by Pearson</li> </ul> <p>Games:</p> <ul style="list-style-type: none"> <li>• Operation</li> <li>• Faces and Feelings listening lotto</li> <li>• Guess Who?</li> <li>• Sight Word Checkers</li> <li>• <a href="http://www.abcteach.com">www.abcteach.com</a></li> <li>• <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> <li>• <a href="http://www.abcya.com">www.abcya.com</a></li> </ul>	<p>Various Books such as:</p> <ul style="list-style-type: none"> <li>• The Very Hungry Caterpillar by Eric Carle</li> <li>• Chocatina by Erik Kraft</li> <li>• Barney's ALphabet Soup by MaryAnn Dudko</li> <li>• The Surprise Garden by Zoe Hall</li> <li>• The Carrot Seed by Ruth Krauss</li> <li>• My Daddy and Me by Amy Sklansky</li> <li>• Pigsty by Mark Teague</li> </ul> <p>Google Chromebooks</p> <ul style="list-style-type: none"> <li>• Word Study in Action: Words Their Way with English Learners by Pearson</li> </ul> <p>Games:</p> <ul style="list-style-type: none"> <li>• Around the House Jingo</li> <li>• Sight word bingo</li> <li>• Sounds at Home listening lotto</li> <li>• <a href="http://www.abcteach.com">www.abcteach.com</a></li> <li>• <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> <li>• <a href="http://www.abcya.com">www.abcya.com</a></li> </ul>
Interdisciplinary Connections: (e.g. writing, literacy, math, science, history, 21st century life and careers, technology)	<p><i>English Language Proficiency Standard</i></p> <p>1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p><i>English Language Proficiency Standard</i></p>	<p><i>English Language Proficiency Standard</i></p> <p>1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p><i>English Language Proficiency Standard</i></p>	<p><i>English Language Proficiency Standard</i></p> <p>1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p><i>English Language Proficiency Standard</i></p>

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	<p>2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p><i>English Language Proficiency Standard</i></p> <p>3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</p> <p><i>English Language Proficiency Standard</i></p> <p>4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</p> <p><i>English Language Proficiency Standard</i></p> <p>5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>	<p>2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p><i>English Language Proficiency Standard</i></p> <p>3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</p> <p><i>English Language Proficiency Standard</i></p> <p>4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</p> <p><i>English Language Proficiency Standard</i></p> <p>5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>	<p>2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p><i>English Language Proficiency Standard</i></p> <p>3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</p> <p><i>English Language Proficiency Standard</i></p> <p>4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</p> <p><i>English Language Proficiency Standard</i></p> <p>5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>
<p>Differentiation: (What type of differentiated instruction will be used for ML, SP.ED. and G&amp;T students?)</p>	<p>Differentiation has been integrated into the entire unit via scaffolding techniques as per WIDA standards.</p> <p>Other differentiation activities may include: Modify activities and assessments as per individual students' IEPs</p>	<p>Differentiation has been integrated into the entire unit via scaffolding techniques as per WIDA standards</p> <p>Other differentiation activities may include: Modify activities and assessments as per individual students' IEPs</p>	<p>Differentiation has been integrated into the entire unit via scaffolding techniques as per WIDA standards.</p> <p>Other differentiation activities may include: Modify activities and assessments as per individual students' IEPs</p>

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	<ul style="list-style-type: none"> <li>• Use of visuals</li> <li>• Words banks</li> <li>• Reduced choice on assessments</li> <li>• Preferential seating</li> <li>• Front-loaded notes</li> <li>• Study guides</li> <li>• Choice activities</li> <li>• Manipulatives</li> <li>• Tiered/Scaffolded lessons</li> <li>• Topic selection by interest</li> <li>• Modified time requirements</li> <li>• Modify lesson, assessment and study guide format</li> <li>• Modeling</li> <li>• Modified homework</li> </ul> <p>Provide enriched curriculum and activities</p> <ul style="list-style-type: none"> <li>• Compact curriculum</li> <li>• Independent projects</li> <li>• Interest centers</li> <li>• Interest groups</li> <li>• Tiered assignments</li> <li>• Flexible skills grouping</li> <li>• Learning centers</li> <li>• High-level questions</li> <li>• Contracts/management plans</li> </ul>	<ul style="list-style-type: none"> <li>• Use of visuals</li> <li>• Words banks</li> <li>• Reduced choice on assessments</li> <li>• Preferential seating</li> <li>• Front-loaded notes</li> <li>• Study guides</li> <li>• Choice activities</li> <li>• Manipulatives</li> <li>• Tiered/Scaffolded lessons</li> <li>• Topic selection by interest</li> <li>• Modified time requirements</li> <li>• Modify lesson, assessment and study guide format</li> <li>• Modeling</li> <li>• Modified homework</li> </ul> <p>Provide enriched curriculum and activities</p> <ul style="list-style-type: none"> <li>• Compact curriculum</li> <li>• Independent projects</li> <li>• Interest centers</li> <li>• Interest groups</li> <li>• Tiered assignments</li> <li>• Flexible skills grouping</li> <li>• Learning centers</li> <li>• High-level questions</li> <li>• Contracts/management plans</li> </ul>	<ul style="list-style-type: none"> <li>• Use of visuals</li> <li>• Words banks</li> <li>• Reduced choice on assessments</li> <li>• Preferential seating</li> <li>• Front-loaded notes</li> <li>• Study guides</li> <li>• Choice activities</li> <li>• Manipulatives</li> <li>• Tiered/Scaffolded lessons</li> <li>• Topic selection by interest</li> <li>• Modified time requirements</li> <li>• Modify lesson, assessment and study guide format</li> <li>• Modeling</li> <li>• Modified homework</li> </ul> <p>Provide enriched curriculum and activities</p> <ul style="list-style-type: none"> <li>• Compact curriculum</li> <li>• Independent projects</li> <li>• Interest centers</li> <li>• Interest groups</li> <li>• Tiered assignments</li> <li>• Flexible skills grouping</li> <li>• Learning centers</li> <li>• High-level questions</li> <li>• Contracts/management plans</li> </ul>
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Unit of Study: (Timeframe)	The Animal World 6 Weeks	Around Town 6 Weeks	Our Land/ Our Country 6 Weeks
Learning Outcomes			



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<p>Established Goals: NJSLS: <i>(Standards that are only applicable to the unit; include technology and 21st century standards)</i></p>	<p>NJSLS:</p> <p>SL.PE.1.1 SL.II.1.2 SL.II.1.3 SL.PI.1.4 SL.UM.1.5 SL.AS.1.5</p> <p>L.RF.1.1 L.RF.1.2 L.RF.1.3 L.RF.1.4 L.WF.1.1 L.WF.1.2 L.WF.1.3 L.KL.1.1 L.VL.1.2 L.VI.1.3</p> <p>RL.CR.1.1 RL.CI.1.2 RI.IT.1.3 RI.PP.1.5</p> <p>W.AW.1.1 W.WP.1.4 W.WR.1.5 W.SE.1.6 W.RW.1.7</p>	<p>NJSLS:</p> <p>SL.PE.1.1 SL.II.1.2 SL.II.1.3 SL.PI.1.4 SL.UM.1.5 SL.AS.1.5</p> <p>L.RF.1.1 L.RF.1.2 L.RF.1.3 L.RF.1.4 L.WF.1.1 L.WF.1.2 L.WF.1.3 L.KL.1.1 L.VL.1.2 L.VI.1.3</p> <p>RL.CR.1.1 RL.CI.1.2 RI.IT.1.3 RL.MF.1.6</p> <p>W.IW.1.2 W.WP.1.4 W.WR.1.5 W.SE.1.6 W.RW.1.7</p>	<p>NJSLS:</p> <p>SL.PE.1.1 SL.II.1.2 SL.II.1.3 SL.PI.1.4 SL.UM.1.5 SL.AS.1.5</p> <p>L.RF.1.1 L.RF.1.2 L.RF.1.3 L.RF.1.4 L.WF.1.1 L.WF.1.2 L.WF.1.3 L.KL.1.1 L.VL.1.2 L.VI.1.3</p> <p>RL.CR.1.1 RL.CI.1.2 RI.IT.1.3</p> <p>W.IW.1.2 W.WP.1.4 W.WR.1.5 W.SE.1.6 W.RW.1.7</p>
<p>Enduring Understandings: <i>(What big ideas will students know?)</i></p>	<ul style="list-style-type: none"> <li>Animals can be described according to their appearance, behavior, habitat and diets.</li> <li>There are steps we can take to protect endangered animals.</li> </ul>	<ul style="list-style-type: none"> <li>One can belong to several communities.</li> <li>Communities can be big and small.</li> <li>Community members help each other in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>Living things grow, reproduce and die.</li> <li>People from the past have made inventions that help us today.</li> <li>Landmarks are ways for countries to remember important people and events from our past.</li> </ul>

<p>Essential Questions: <i>(What questions are open-ended, debatable, global and spark critical thinking?)</i></p>	<p>1. How are animals and human similar and different? 2. How do humans interact with animals?</p>	<p>1. What is a community? 2. Who are the most important people in a community? 3. How important am I in my community?</p>	<p>1. How did people from the past help create what we know today? 2. Is it important to learn about the past?</p>
<p>Assessment and Evidence</p>			
<p>Assessment &amp; Evidence: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?) (By what criteria will performances of understanding be judged?)</i></p>	<p>Performance Tasks:</p> <ul style="list-style-type: none"> <li>•Predict story elements</li> <li>•Comparing animals through dialogue</li> <li>•Describing animals through dialogue</li> <li>•Retelling a story using first, then, next and finally</li> <li>•Describing animals using have/has</li> <li>•Using this/these</li> <li>•Describing how animals move</li> <li>•Using can and can't</li> <li>•Using comparative adjectives to describe animals</li> <li>• Ask and answer questions about key details in text.</li> <li>• Retell stories, including key details, demonstrate understanding of their central message or lesson</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>• Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• With prompting and support,</li> </ul>	<p>Performance Tasks:</p> <ul style="list-style-type: none"> <li>•Predict story events</li> <li>•Describe community members</li> <li>•identify good neighborly behavior</li> <li>•Identify story elements</li> <li>•Retell story events</li> <li>•Recognize lessons in a story</li> <li>•Use present simple tense</li> <li>•Writing about community workers</li> <li>•Telling where family members work</li> <li>•Using should and shouldn't</li> <li>•Give instructions</li> <li>•Understand what good citizen should and shouldn't do</li> <li>•Identify good citizenship</li> <li>•Identify transportation vehicles</li> <li>•Using was/ were to describe past events</li> <li>•Discuss results of a chart</li> <li>•Describe past events</li> <li>•Identify information in a journal entry</li> <li>•Identify nouns and adjectives</li> <li>•Interpreting pictographs</li> <li>•Giving and following street directions</li> <li>•Writing in present tense</li> <li>•Suggesting solutions to</li> </ul>	<p>Performance Tasks:</p> <ul style="list-style-type: none"> <li>•Predicting story events</li> <li>•Talking about past events</li> <li>•Describing past events</li> <li>•Using past simple tense</li> <li>•Writing about past events</li> <li>•Using past continuous tense</li> <li>•Using past simple and past continuous forms</li> <li>•Using when, where, who, and what to ask about past events</li> <li>•Talking about the American flag</li> <li>•Discussing the Statue of Liberty</li> <li>•Answering questions about the past</li> <li>•Identifying elements of a biography</li> <li>•Using a map</li> <li>•Learn about a American inventor</li> <li>• Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in text.</li> <li>• Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>• Identify basic similarities in and differences between two texts on the same topics (e.g., in</li> </ul>

	<p>read prose and poetry of appropriate complexity for grade 1.</p> <ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Identify the main topic and retell key details of a text.</li> <li>• Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>• Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in text.</li> <li>• Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> <li>• Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>• Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> <li>• Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>• Add drawings or other visual displays to descriptions when appropriate to clarify ideas,</li> </ul>	<p>problems</p> <ul style="list-style-type: none"> <li>• Singing about Firefighters</li> <li>• Writing verses to describe the job of community workers</li> <li>• Describing community murals</li> <li>• Read about where people live</li> <li>• Describe a neighborhood</li> <li>• Describe important places in a town</li> <li>• Identify the main topic and retell key details of a text.</li> <li>• Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>• Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in text.</li> <li>• Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>• Identify basic similarities in and differences between two texts on the same topics (e.g., in illustrations, descriptions, or procedures).</li> <li>• With prompting and support, read informational texts appropriately complex for grade 1.</li> <li>• Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</li> <li>• Know and apply grade-level phonics and word analysis skills in decoding words.</li> </ul>	<p>illustrations, descriptions, or procedures.</p> <ul style="list-style-type: none"> <li>• With prompting and support, read informational texts appropriately complex for grade 1.</li> <li>• Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</li> <li>• Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>• Read with sufficient accuracy and fluency to support comprehension.</li> <li>• Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li> <li>• With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</li> <li>• Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> <li>• Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>• Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not</li> </ul>
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	<p>thoughts, and feelings.</p> <ul style="list-style-type: none"> <li>• Produce complete sentences when appropriate to task and situation.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.</li> <li>• With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</li> <li>• To sort living and nonliving things.</li> <li>• To describe animals using physical features and behaviors. (feathers and fly).</li> <li>• Define words about insects and categorize by one or more attributes.</li> <li>• Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>• Identify basic similarities in</li> </ul>	<ul style="list-style-type: none"> <li>• Read with sufficient accuracy and fluency to support comprehension.</li> <li>• Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li> <li>• With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</li> <li>• Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> <li>• Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>• Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> <li>• Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>• Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> <li>• Produce complete sentences when appropriate to task and situation.</li> </ul>	<p>understood.</p> <ul style="list-style-type: none"> <li>• Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>• Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> <li>• Produce complete sentences when appropriate to task and situation.</li> <li>• Demonstrate command of the conventions of standard -English grammar and usage when writing or speaking.</li> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.</li> <li>• Ask and answer questions about key details in text.</li> <li>• Retell stories, including key details, demonstrate understanding of their central message or lesson</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> </ul>
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	<p>and differences between two texts on the same topics (e.g., in illustrations, descriptions, or procedures).</p> <ul style="list-style-type: none"> <li>• With prompting and support, read informational texts appropriately complex for grade 1.</li> <li>• Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</li> <li>• Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>• Read with sufficient accuracy and fluency to support comprehension.</li> <li>• Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li> <li>• With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</li> </ul> <p>Other Evidence:  Teacher Observations  Student Work  Partner Work  Unit evaluations  Student Writing and Illustrations  Comprehension Questions  Completion of Teacher Created Materials  Teacher Conversations with</p>	<ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard -English grammar and usage when writing or speaking.</li> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.</li> </ul> <p>Other Evidence:  Teacher Observations  Student Work  Partner Work  Unit evaluations  Student Writing and Illustrations  Comprehension Questions  Completion of Teacher Created Materials  Teacher Conversations with Students  Breaking Down Tasks for kids  Providing step by step prompts to encourage language use  Meaningful real life connections  Making predictions  Teacher made evaluations  SGO Pre-/Post-Tests  Graphic Organizers  Teacher Observation  Discussion, Learning/Writing Journals  (Notebooks)</p>	<ul style="list-style-type: none"> <li>• Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• With prompting and support, read prose and poetry of appropriate complexity for grade 1.</li> <li>• Ask and answer questions about key details in a text.</li> <li>• Identify the main topic and retell key details of a text.</li> <li>• Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> </ul> <p>Other Evidence:  Teacher Observations  Student Work  Partner Work  Unit evaluations  Student Writing and Illustrations  Comprehension Questions  Completion of Teacher Created Materials  Teacher Conversations with Students  Breaking Down Tasks for kids  Providing step by step prompts to encourage language use  Meaningful real life connections  Making predictions  Teacher made evaluations  SGO Pre-/Post-Tests  Graphic Organizers  Teacher Observation  Discussion, Learning/Writing Journals  (Notebooks)</p>
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	<p>students</p> <p>Breaking Down Tasks for kids</p> <p>Providing step by step prompts to encourage language use</p> <p>Meaningful real life connections</p> <p>Making predictions</p> <p>Teacher made evaluations</p> <p>SGO Pre-/Post-Tests</p> <p>Graphic Organizers</p> <p>Teacher Observation</p> <p>Discussion, Learning/Writing Journals (Notebooks)</p> <p>Peer and Self Assessments Practice</p> <p>Presentations</p> <p>Reader's Theater</p> <p>Quizzes</p> <p>Practice Worksheets</p> <p>ACCESS for ELLs</p>	<p>Peer and Self Assessments Practice</p> <p>Presentations</p> <p>Reader's Theater</p> <p>Quizzes</p> <p>Practice Worksheets</p> <p>ACCESS for ELLs</p>	<p>Peer and Self Assessments Practice</p> <p>Presentations</p> <p>Reader's Theater</p> <p>Quizzes</p> <p>Practice Worksheets</p> <p>ACCESS for ELLs</p>
Instructional Plan			
<p>Learning Activities/Content:</p> <p><i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know?)</i></p>	<ul style="list-style-type: none"> <li>• Participate in dialog with peers on familiar topics</li> <li>• Restate information with some detail</li> <li>• Summarize a series of familiar events or routines</li> <li>• Present information on content-related topics</li> <li>• Share details about personal experiences with peers and adults</li> <li>• Provide information in graphic organizers</li> <li>• Present content related information labeling visuals or graphics</li> </ul>	<ul style="list-style-type: none"> <li>• Act out oral statements using manipulatives or real-life objects</li> <li>• Point to objects, characters or places from oral descriptions</li> <li>• Sequence pictures of stories read aloud (e.g., beginning, middle, end)</li> <li>• Follow modeled oral instructions related to content</li> <li>• Identify characters, plots, and setting from oral stories</li> <li>• Find details in illustrated narrative or informational text read aloud</li> <li>• Construct models based on instructions from extended oral</li> </ul>	<ul style="list-style-type: none"> <li>• Signaling agreement or disagreement with short oral statements using gestures (e.g., "Today is Monday." "Clap one time for yes. Clap two times for no.")</li> <li>• Classify objects according to descriptive oral statements</li> <li>• Following conditional directions (e.g., "Raise two hands if you like ice cream.")</li> <li>• Organize information from oral comparisons of people or objects</li> <li>• Identifying claims about real-life objects or events based on observations or experiences</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe feelings or reactions to personal events or situations</li> <li>• Recall information from events or experiences</li> <li>• Produce a series of related sentences from transition word starters (e.g., first, next, last)</li> <li>• Describe observations firsthand or from media</li> <li>• Compose stories or narratives using sequential language</li> <li>• Edit personal narratives based on criteria for success</li> <li>• Classify real-life objects according to their function based on oral directions</li> <li>• Interpret oral descriptions and matching them to illustrations</li> <li>• Follow peer statements to create a project</li> <li>• Identify illustrated cycles or processes described orally</li> <li>• Act out oral statements using manipulatives or real-life objects</li> <li>• Point to objects, characters or places from oral descriptions</li> <li>• Sequence pictures of stories read aloud (e.g., beginning, middle, end)</li> <li>• Follow modeled oral instructions related to content</li> <li>• Identify characters, plots, and setting from oral stories</li> <li>• Find details in illustrated narrative or informational text read aloud</li> <li>• Construct models based on instructions from extended oral</li> </ul>	<p>discourse with a partner</p> <ul style="list-style-type: none"> <li>• Follow multi step oral directions during content related activities</li> <li>• State content related facts in context (e.g., playing telephone)</li> <li>• Describe characters or places in picture books</li> <li>• Retell simple stories from picture cues</li> <li>• Participate in dialog with peers on familiar topics</li> <li>• Restate information with some detail</li> <li>• Summarize a series of familiar events or routines</li> <li>• Present information on content-related topics</li> <li>• Share details about personal experiences with peers and adults</li> <li>• Provide information in graphic organizers</li> <li>• Present content related information labeling visuals or graphics</li> <li>• Describe feelings or reactions to personal events or situations</li> <li>• Recall information from events or experiences</li> <li>• Produce a series of related sentences from transition word starters (e.g., first, next, last)</li> <li>• Describe observations firsthand or from media</li> <li>• Compose stories or narratives using sequential language</li> <li>• Edit personal narratives based on criteria for success</li> <li>• Classify real-life objects according to their function based</li> </ul>	<ul style="list-style-type: none"> <li>• Identify claims and reasons from oral discourse</li> <li>• Identify reasons for choices from oral stories</li> <li>• Respond to short statements or questions about choices (e.g., “I am sure.” “I am not sure.”)</li> <li>• State likes and dislikes to participate in conversations with peers</li> <li>• Describe characters or objects using pictures or actions</li> <li>• State choices of materials or supplies and reasons for their selection</li> <li>• Justify the use of objects for particular purposes</li> <li>• Support content related ideas with examples</li> <li>• Compare and contrast content related ideas (e.g., “Winter is hot in Hawaii. Winter is cold in Alaska.”)</li> <li>• Provide evidence for specific claims</li> <li>• Produce simple sentences from models about likes, wants and needs (e.g., “I like..., I don’t like...”)</li> <li>• Supplying facts about topics</li> <li>• Participating in interactive journals with peers</li> <li>• Act out oral statements using manipulatives or real-life objects</li> <li>• Point to objects, characters or places from oral descriptions</li> <li>• Sequence pictures of stories read aloud (e.g., beginning, middle, end)</li> </ul>
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	<p>discourse with a partner</p> <ul style="list-style-type: none"> <li>• Follow multi step oral directions during content related activities</li> <li>• State content related facts in context (e.g., playing telephone)</li> <li>• Describe characters or places in picture books</li> <li>• Retell simple stories from picture cues</li> <li>• Following illustrated content-related procedures shared orally</li> <li>• Organize real-life objects based on oral comparisons</li> <li>• Organizing causes and effects of various phenomena presented orally</li> <li>• Use strategies and procedures shared by peers</li> <li>• Demonstrate how to do something using gestures or real-life objects (e.g., tie a bow)</li> <li>• Describing what people do from action pictures (e.g., jobs of community workers)</li> <li>• State associations between two objects, people, or events (e.g., "Lidia is my sister and Lisa is my sister.")</li> <li>• Telling why something happened</li> <li>• Connect ideas by building on guided conversations with peers</li> <li>• Describe in detail the function of objects or roles of people</li> </ul>	<p>on oral directions</p> <ul style="list-style-type: none"> <li>• Interpret oral descriptions and matching them to illustrations</li> <li>• Follow peer statements to create a project</li> <li>• Identify illustrated cycles or processes described orally</li> <li>• Following illustrated content-related procedures shared orally</li> <li>• Organize real-life objects based on oral comparisons</li> <li>• Organizing causes and effects of various phenomena presented orally</li> <li>• Use strategies and procedures shared by peers</li> <li>• Demonstrate how to do something using gestures or real-life objects (e.g., tie a bow)</li> <li>• Describing what people do from action pictures (e.g., jobs of community workers)</li> <li>• State associations between two objects, people, or events (e.g., "Lidia is my sister and Lisa is my sister.")</li> <li>• Telling why something happened</li> <li>• Connect ideas by building on guided conversations with peers</li> <li>• Describe in detail the function of objects or roles of people</li> <li>• State conditions for cause and effect (e.g., "If it rains, I play inside.")</li> <li>• Elaborate on details of content related procedures</li> <li>• Label and illustrate</li> </ul>	<ul style="list-style-type: none"> <li>• Follow modeled oral instructions related to content</li> <li>• Identify characters, plots, and setting from oral stories</li> <li>• Find details in illustrated narrative</li> </ul> <p>or informational text read aloud</p> <ul style="list-style-type: none"> <li>• Construct models based on instructions from extended oral discourse with a partner</li> <li>• Follow multi step oral directions during content related activities</li> <li>• State content related facts in context (e.g., playing telephone)</li> <li>• Describe characters or places in picture books</li> <li>• Retell simple stories from picture cues</li> <li>• Participate in dialog with peers on familiar topics</li> <li>• Restate information with some detail</li> <li>• Summarize a series of familiar events or routines</li> <li>• Present information on content-related topics</li> <li>• Share details about personal experiences with peers and adults</li> <li>• Provide information in graphic organizers</li> <li>• Present content related information labeling visuals or graphics</li> <li>• Describe feelings or reactions to personal events or situations</li> <li>• Recall information from events or experiences</li> <li>• Produce a series of related sentences from transition word</li> </ul>
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	<ul style="list-style-type: none"> <li>• State conditions for cause and effect (e.g., "If it rains, I play inside.")</li> <li>• Elaborate on details of content related procedures</li> <li>• Label and illustrate observations over time (e.g., growing plants)</li> <li>• Describe people, places, or objects from illustrated examples</li> <li>• Classify illustrated words and phrases into groups (e.g., "Animals that fly. Animals that swim.")</li> <li>• Compare real-life objects, numbers, or animals using models</li> <li>• Describe models related to content related phenomena in pictures or real life</li> <li>• Express feelings and a reason related to situations or events</li> <li>• Describe causes and effects of actions and strategies</li> <li>• Sequence steps in solving problems using short sentences, illustrations, and symbols</li> <li>• Evaluate options to make personal choices from oral simple sentences</li> <li>• Signaling agreement or disagreement with short oral statements using gestures (e.g., "Today is Monday." "Clap one time for yes. Clap two times for no.")</li> <li>• Classify objects according to descriptive oral statements</li> </ul>	<p>observations over time (e.g., growing plants)</p> <ul style="list-style-type: none"> <li>• Describe people, places, or objects from illustrated examples</li> <li>• Classify illustrated words and phrases into groups (e.g., "Animals that fly. Animals that swim.")</li> <li>• Compare real-life objects, numbers, or animals using models</li> <li>• Describe models related to content related phenomena in pictures or real life</li> <li>• Express feelings and a reason related to situations or events</li> <li>• Describe causes and effects of actions and strategies</li> <li>• Sequence steps in solving problems using short sentences, illustrations, and symbols</li> <li>• Evaluate options to make personal choices from oral simple sentences</li> <li>• Signaling agreement or disagreement with short oral statements using gestures (e.g., "Today is Monday." "Clap one time for yes. Clap two times for no.")</li> <li>• Classify objects according to descriptive oral statements</li> <li>• Following conditional directions (e.g., "Raise two hands if you like ice cream.")</li> <li>• Organize information from oral comparisons of people or objects</li> <li>• Identifying claims about real-life objects or events based on</li> </ul>	<p>starters (e.g., first, next, last)</p> <ul style="list-style-type: none"> <li>• Describe observations firsthand or from media</li> <li>• Compose stories or narratives using sequential language</li> <li>• Edit personal narratives based on criteria for success</li> <li>• Classify real-life objects according to their function based on oral directions</li> <li>• Interpret oral descriptions and matching them to illustrations</li> <li>• Follow peer statements to create a project</li> <li>• Identify illustrated cycles or processes described orally</li> <li>• Following illustrated content-related procedures shared orally</li> <li>• Organize real-life objects based on oral comparisons</li> <li>• Organizing causes and effects of various phenomena presented orally</li> <li>• Use strategies and procedures shared by peers</li> <li>• Demonstrate how to do something using gestures or real-life objects (e.g., tie a bow)</li> <li>• Describing what people do from action pictures (e.g., jobs of community workers)</li> <li>• State associations between two objects, people, or events (e.g., "Lidia is my sister and Lisa is my sister.")</li> <li>• Telling why something happened</li> </ul>
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	<ul style="list-style-type: none"> <li>• Following conditional directions (e.g., "Raise two hands if you like ice cream.")</li> <li>• Organize information from oral comparisons of people or objects</li> <li>• Identifying claims about real-life objects or events based on observations or experiences</li> <li>• Identify claims and reasons from oral discourse</li> <li>• Identify reasons for choices from oral stories</li> <li>• Respond to short statements or questions about choices (e.g., "I am sure." "I am not sure.")</li> <li>• State likes and dislikes to participate in conversations with peers</li> <li>• Describe characters or objects using pictures or actions</li> <li>• State choices of materials or supplies and reasons for their selection</li> <li>• Justify the use of objects for particular purposes</li> <li>• Support content related ideas with examples</li> <li>• Compare and contrast content related ideas (e.g., "Winter is hot in Hawaii. Winter is cold in Alaska.")</li> <li>• Provide evidence for specific claims</li> <li>• Produce simple sentences from models about likes, wants and needs (e.g., "I like..., I don't like...")</li> <li>• Supplying facts about topics</li> </ul>	<p>observations or experiences</p> <ul style="list-style-type: none"> <li>• Identify claims and reasons from oral discourse</li> <li>• Identify reasons for choices from oral stories</li> <li>• Respond to short statements or questions about choices (e.g., "I am sure." "I am not sure.")</li> <li>• State likes and dislikes to participate in conversations with peers</li> <li>• Describe characters or objects using pictures or actions</li> <li>• State choices of materials or supplies and reasons for their selection</li> <li>• Justify the use of objects for particular purposes</li> <li>• Support content related ideas with examples</li> <li>• Compare and contrast content related ideas (e.g., "Winter is hot in Hawaii. Winter is cold in Alaska.")</li> <li>• Provide evidence for specific claims</li> <li>• Produce simple sentences from models about likes, wants and needs (e.g., "I like..., I don't like...")</li> <li>• Supplying facts about topics</li> <li>• Participating in interactive journals with peers</li> </ul>	<ul style="list-style-type: none"> <li>• Connect ideas by building on guided conversations with peers</li> <li>• Describe in detail the function of objects or roles of people</li> <li>• State conditions for cause and effect (e.g., "If it rains, I play inside.")</li> <li>• Elaborate on details of content related procedures</li> <li>• Label and illustrate observations over time (e.g., growing plants)</li> <li>• Describe people, places, or objects from illustrated examples</li> <li>• Classify illustrated words and phrases into groups (e.g., "Animals that fly. Animals that swim.")</li> <li>• Compare real-life objects, numbers, or animals using models</li> <li>• Describe models related to content related phenomena in pictures or real life</li> <li>• Express feelings and a reason related to situations or events</li> <li>• Describe causes and effects of actions and strategies</li> <li>• Sequence steps in solving problems using short sentences, illustrations, and symbols</li> <li>• Evaluate options to make personal choices from oral simple sentences</li> </ul>
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	<ul style="list-style-type: none"> <li>• Participating in interactive journals with peers</li> </ul>		
Resources:	<p>Santillana Series Grade 1 Unit 6</p> <p>Spotlight stories: Who Will Play? By Sarah Fash</p> <p>Songs/ Rhymes/ Poems:</p> <ul style="list-style-type: none"> <li>• At The Zoo</li> <li>• A Hunting We Will Go</li> <li>• The Old Gray Mare</li> <li>• Baby Bumblebee</li> <li>• The Bear Went Over the Mountain</li> </ul> <p>Thematic Library Books:</p> <ul style="list-style-type: none"> <li>• Our Trip to the Zoo</li> </ul> <p>Various Books, such as:</p> <ul style="list-style-type: none"> <li>• The Zoo Book by Jan Pfloug</li> <li>• Mammals by Ted O'Hare</li> <li>• Over in the Meadow by Olive A. Woodsworth</li> <li>• Sea Shapes by Suse McDonald</li> <li>• I Know a Rhino by Charles Fuse</li> <li>• Miss McKenzie Had a Farm by Tim Johnson</li> <li>• Mr. Brown Can Moo! Can You? By Dr. Seuss</li> <li>• Brown Bear Brown Bear by Eric Carle</li> <li>• Animal Cycle by Ray James</li> </ul> <p>Games:</p> <ul style="list-style-type: none"> <li>• Animal Bingo</li> <li>• Farm Sounds listening lotto</li> <li>• Short Vowel Word Shark</li> <li>• <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> </ul>	<p>Santillana Series Grade 1 Unit 7</p> <p>Spotlight stories: The Storm by Sarah Fash</p> <p>Songs/ Rhymes/ Poems:</p> <ul style="list-style-type: none"> <li>• I'm a Firefighter</li> <li>• I've Been Working on the Railroad</li> </ul> <p>Thematic Library Books:</p> <ul style="list-style-type: none"> <li>• Where I live</li> <li>• Homes</li> </ul> <p>Various Books, such as:</p> <ul style="list-style-type: none"> <li>• On the Go by Ann Morris</li> <li>• At the Firehouse by Anne Rockwell</li> <li>• The Rain Came Down by David Shannon</li> <li>• All Aboard a Train by Susan Kalkin</li> <li>• Doctor Tools by Inez Snyder</li> </ul> <p>Google Chromebooks Games:</p> <ul style="list-style-type: none"> <li>• Community Jingo</li> <li>• Community Helper Listening Lotto</li> <li>• <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> <li>• <a href="http://www.abcteach.com">www.abcteach.com</a></li> <li>• <a href="http://www.abcya.com">www.abcya.com</a></li> </ul> <p>• Foundations Alphabet cards by Wilson</p> <p>• Word Study in Action: Words Their Way with English Learners</p>	<p>Santillana Series Grade 1 Unit 5 and Unit 8</p> <p>Spotlight stories: Plants Grow by Sarah Fash Grandpa's Journey by Sarah Fash</p> <p>Songs/ Rhymes/ Poems:</p> <ul style="list-style-type: none"> <li>• You are My Sunshine</li> <li>• This Land is For You and Me</li> </ul> <p>Thematic Library Books:</p> <ul style="list-style-type: none"> <li>• The First Thanksgiving</li> <li>• Seasons</li> </ul> <p>Various Books, such as:</p> <ul style="list-style-type: none"> <li>• Grow Flower Grow! By Lisa Bruce</li> </ul> <p>Google Chromebooks Games:</p> <ul style="list-style-type: none"> <li>• Scrabble Jr</li> <li>• Name It!</li> <li>• Reading for Detail</li> <li>• Sequencing Cards</li> <li>• Boggle Jr</li> <li>• <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> <li>• <a href="http://www.abcteach.com">www.abcteach.com</a></li> <li>• <a href="http://www.abcya.com">www.abcya.com</a></li> </ul> <p>• Foundations Alphabet cards by Wilson</p> <p>• Word Study in Action: Words Their Way with English Learners by Pearson</p>

	<ul style="list-style-type: none"> <li>• <a href="http://www.abcteach.com">www.abcteach.com</a></li> <li>• <a href="http://www.abcya.com">www.abcya.com</a></li> <li>• Foundations Alphabet cards by Wilson</li> <li>• Word Study in Action: Words Their Way with English Learners by Pearson</li> </ul>	by Pearson	
Interdisciplinary Connections: (e.g. writing, literacy, math, science, history, 21st century life and careers, technology)	<p><i>English Language Proficiency Standard</i> 1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p><i>English Language Proficiency Standard</i> 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p><i>English Language Proficiency Standard</i> 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</p> <p><i>English Language Proficiency Standard</i> 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</p>	<p><i>English Language Proficiency Standard</i> 1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p><i>English Language Proficiency Standard</i> 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p><i>English Language Proficiency Standard</i> 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</p> <p><i>English Language Proficiency Standard</i> 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</p>	<p><i>English Language Proficiency Standard</i> 1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p><i>English Language Proficiency Standard</i> 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p><i>English Language Proficiency Standard</i> 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</p> <p><i>English Language Proficiency Standard</i> 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</p>

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	<p><i>English Language Proficiency Standard</i></p> <p>5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>	<p><i>English Language Proficiency Standard</i></p> <p>5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>	<p><i>English Language Proficiency Standard</i></p> <p>5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>
<p>Differentiation: (What type of differentiated instruction will be used for ML, SP.ED. and G&amp;T students?)</p>	<p>Differentiation has been integrated into the entire unit via scaffolding techniques as per WIDA standards.</p> <p>Other differentiation activities may include: Modify activities and assessments as per individual students' IEPs</p> <ul style="list-style-type: none"> <li>• Use of visuals</li> <li>• Words banks</li> <li>• Reduced choice on assessments</li> <li>• Preferential seating</li> <li>• Front-loaded notes</li> <li>• Study guides</li> <li>• Choice activities</li> <li>• Manipulatives</li> <li>• Tiered/Scaffolded lessons</li> <li>• Topic selection by interest</li> <li>• Modified time requirements</li> <li>• Modify lesson, assessment and study guide format</li> <li>• Modeling</li> <li>• Modified homework</li> </ul> <p>Provide enriched curriculum and activities</p> <ul style="list-style-type: none"> <li>• Compact curriculum</li> </ul>	<p>Differentiation has been integrated into the entire unit via scaffolding techniques as per WIDA standards</p> <p>Other differentiation activities may include: Modify activities and assessments as per individual students' IEPs</p> <ul style="list-style-type: none"> <li>• Use of visuals</li> <li>• Words banks</li> <li>• Reduced choice on assessments</li> <li>• Preferential seating</li> <li>• Front-loaded notes</li> <li>• Study guides</li> <li>• Choice activities</li> <li>• Manipulatives</li> <li>• Tiered/Scaffolded lessons</li> <li>• Topic selection by interest</li> <li>• Modified time requirements</li> <li>• Modify lesson, assessment and study guide format</li> <li>• Modeling</li> <li>• Modified homework</li> </ul> <p>Provide enriched curriculum and activities</p> <ul style="list-style-type: none"> <li>• Compact curriculum</li> </ul>	<p>Differentiation has been integrated into the entire unit via scaffolding techniques as per WIDA standards.</p> <p>Other differentiation activities may include: Modify activities and assessments as per individual students' IEPs</p> <ul style="list-style-type: none"> <li>• Use of visuals</li> <li>• Words banks</li> <li>• Reduced choice on assessments</li> <li>• Preferential seating</li> <li>• Front-loaded notes</li> <li>• Study guides</li> <li>• Choice activities</li> <li>• Manipulatives</li> <li>• Tiered/Scaffolded lessons</li> <li>• Topic selection by interest</li> <li>• Modified time requirements</li> <li>• Modify lesson, assessment and study guide format</li> <li>• Modeling</li> <li>• Modified homework</li> </ul> <p>Provide enriched curriculum and activities</p> <ul style="list-style-type: none"> <li>• Compact curriculum</li> </ul>

## Fairfield Public Schools ESL Curriculum

	<ul style="list-style-type: none"><li>• Independent projects</li><li>• Interest centers</li><li>• Interest groups</li><li>• Tiered assignments</li><li>• Flexible skills grouping</li><li>• Learning centers</li><li>• High-level questions</li><li>• Contracts/management plans</li></ul>	<ul style="list-style-type: none"><li>• Independent projects</li><li>• Interest centers</li><li>• Interest groups</li><li>• Tiered assignments</li><li>• Flexible skills grouping</li><li>• Learning centers</li><li>• High-level questions</li><li>• Contracts/management plans</li></ul>	<ul style="list-style-type: none"><li>• Independent projects</li><li>• Interest centers</li><li>• Interest groups</li><li>• Tiered assignments</li><li>• Flexible skills grouping</li><li>• Learning centers</li><li>• High-level questions</li><li>• Contracts/management plans</li></ul>
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Fairfield Public Schools

## **English as a Second Language (ESL) Curriculum for Multilingual Learners (MLs)**

### **Grades 2-3**

#### **ABSTRACT**

*This course is designed for Multilingual learners (MLs) in second and third grade. Throughout the course, students will investigate the following themes: my school, healthy choices, community, my world, animals and heroes and heroines. Students will focus on their skills in listening, speaking, reading and writing as they progress through English language proficiency levels. Students will learn content and be assessed through various performance tasks that are scaffolded to meet the ever-changing needs of multilingual learners. The curriculum includes a variety of assessments and performance tasks to meet all proficiency levels in both second and third grade.*

ESL Grades 2 and 3

Fairfield Public Schools ESL Curriculum

Unit of Study: (Timeframe)	My School (6 weeks)	Healthy Choices (6 weeks)	Community (8 weeks)
Learning Outcomes			
Established Goals: NJSLS: (Standards that are only applicable to the unit; include technology and 21st century standards)	<p>NJSLS:            RI.CR.2.1, RI.CR.3.1            RI.CI.2.2, RI.CI.3.2            RI.IT.2.3, RI.IT.3.3            RI.MF.2.6, RI.MF.3.6            RI.PP.2.5, RI.PP.3.5            RL.TS.2.4, RL.TS.3.4</p> <p>L.RF.2.3, L.RF.3.3            L.RF.2.4, L.RF.3.4            L.WF.2.1            L.WF.2.2, L.WF.3.2            L.WF.2.3, L.WF.3.3            L.KL.2.1, L.KL.3.1            L.VL.2.2, L.VL.3.2            L.VI.2.3, L.VI.3.3</p> <p>W.RW.2.7, W.RW3.7            W.NW.2.3, W.NW3.3            W.WP.2.4, W.WP.3.4</p> <p>SL.PE.2.1, SL.PE.3.1            SL.II.2.2, SL.II.3.2            SL.ES.2.3, SL.ES.3.3            SL.PI.2.4, SL.PI.3.4            SL.UM.2.5, SL.UM.3.5            SL.AS.2.6, SL.AS.3.6</p>	<p>NJSLS:            RI.CR.2.1, RI.CR.3.1            RL.TS.2.4, RL.TS.3.4            RI.AA.2.7, RI.AA.3.7            RI.CT.2.8, RI.CT.3.8</p> <p>L.RF.2.3, L.RF.3.3            L.RF.2.4, L.RF.3.4            L.WF.2.1, L.WF.3.1            L.WF.2.2, L.WF.3.2            L.WF.2.3, L.WF.3.3            L.KI.2.1, L.KI.3.1            L.VL.2.2, L.VL.3.2</p> <p>W.RW.2.7, W.RW3.7            W.WP.2.4, W.WP.3.4            W.IW.2.2, W.IW.3.2</p> <p>SL.II.2.1, SL.II.3.1            SL.II.2.2, SL.II.3.2            SL.ES.2.3, SL.ES.3.3            SL.PI.2.4, SL.PI.3.4            SL.UM.2.5, SL.UM.3.5            SL.AS.2.6, SL.AS.3.6</p>	<p>NJSLS:            RI.CR.2.1, RI.CR.3.1            RI.CI.2.2, RI.CI.3.2            RI.IT.2.3, RI.IT.3.3            RI.MF.2.6, RI.MF.3.6            RI.PP.2.5, RI.PP.3.5            RL.TS.2.4, RL.TS.3.4</p> <p>L.RF.2.3, L.RF.3.3            L.RF.2.4, L.RF.3.4            L.WF.2.1, L.WF.3.1            L.WF.2.2, L.WF.3.2            L.WF.2.3, L.WF.3.3            L.KI.2.1, L.KI.3.1            L.VL.2.2, L.VL.3.2</p> <p>W.RW.2.7, W.RW3.7            W.WP.2.4, W.WP.3.4</p> <p>SL.II.2.1, SL.II.3.1            SL.II.2.2, SL.II.3.2            SL.ES.2.3, SL.ES.3.3            SL.PI.2.4, SL.PI.3.4            SL.UM.2.5, SL.UM.3.5            SL.AS.2.6, SL.AS.3.6</p>
Enduring Understandings: (What big ideas will students know?)	<ul style="list-style-type: none"> <li>Knowledge about daily school function and routines is essential for a student's</li> </ul>	<ul style="list-style-type: none"> <li>Having a daily routine with healthy eating and exercise is really important for feeling good</li> </ul>	<ul style="list-style-type: none"> <li>People who work and volunteer in our community help make it stronger and better, showing us</li> </ul>



	<p>academic success.</p> <ul style="list-style-type: none"> <li>• Various people and places in a school provide support for all students to be happy and successful.</li> </ul>	<p>and staying strong.</p> <ul style="list-style-type: none"> <li>• Reading expands understanding of the world, its people and oneself.</li> <li>• Learning about the food pyramid and different types of foods helps us make smart choices about what to eat.</li> </ul>	<p>why it's important to help others.</p> <ul style="list-style-type: none"> <li>• Knowing about the different places in our community helps us see how they help us and everyone around us.</li> <li>• Give and follow directions</li> </ul>
<p>Essential Questions: <i>(What questions are open-ended, debatable, global and spark critical thinking?)</i></p>	<p>1. What places and people are essential to a school? 2. What activities take place during the school day?</p>	<p>1. How do our daily habits, like what we eat and how we exercise, affect how healthy and happy we feel? 2. Why do different cultures have different ideas about what healthy eating means, and what can we learn from those differences?</p>	<p>1. Why is it important to be able to give and follow directions? 2. Why is it important for people to help each other in our community, and how can we get involved? 3. How do the different places in our community help us and make our lives better?</p>
Assessment and Evidence			
<p>Assessment &amp; Evidence: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?) (By what criteria will performances of understanding be judged?)</i></p>	<p>Performance Tasks:</p> <ul style="list-style-type: none"> <li>• Create illustrations and label items from their school in their native country.</li> <li>• Respond to greetings/farewells, participate in TPR activities.</li> <li>• Use body language in a pantomime.</li> <li>• Explore vocabulary associated with school words (classroom objects, places at school, class schedule) from visuals and word/phrase banks.</li> <li>• Initiate or engage in everyday conversations with teachers and other students using pointing and gesturing.</li> <li>• Answer questions in L1 and/or</li> </ul>	<p>Performance Tasks:</p> <ul style="list-style-type: none"> <li>• Describe sports, exercise and movement activities</li> <li>• Expressing likes and preferences</li> <li>• Retell a story (beginning, middle, end) after listening to or reading a story.</li> <li>• Answer teacher questions and share responses about healthy choices in pairs and as a whole class with L1 support (bilingual dictionaries, electronic translators, and clarification in their first language when possible.)</li> <li>• Define and create pictorial representations of vocabulary related to healthy choices using a</li> </ul>	<p>Performance Tasks:</p> <ul style="list-style-type: none"> <li>• Read a nonfiction selection about locations in a community. Create an oral dialogue with a classmate.</li> <li>• Identify students' personal information, city, county, state, nation, continent by using maps, Graphic organizers</li> <li>• Orally answer teacher questions and share responses about people who work in our community</li> <li>• Write simple sentences about a community worker</li> <li>• Describe places in the community</li> <li>• Discuss community workers and what each one faces.</li> </ul>

	<p>answer “yes/no” questions about the text with single words or phrases about things around the classroom.</p> <ul style="list-style-type: none"> <li>• Fill out a form with personal information (Name, address, phone number, etc.)</li> <li>• Draw and describe a map of the school and/or classroom to their peers.</li> <li>• Create a scavenger hunt within the school building (principal’s office, nurse’s office, gym, library, main office, cafeteria).</li> <li>• Describe school life in the United States (e.g. describe a classroom, provide a typical schedule, and tell what takes place during a typical day).</li> <li>• Ask and answer questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication.</li> <li>• Sign on to a computer and navigate to school website using written instructions and oral/visual cues.</li> <li>• Discuss and formulate simple sentences about school life in native culture.</li> <li>• Use graphic organizer to compare/contrast school life in their native country with the US.</li> <li>• Engage in conversation about proper daily attire according to daily weather.</li> <li>• Review vocabulary for the “Star</li> </ul>	<p>graphic organizer.</p> <ul style="list-style-type: none"> <li>• Write a paragraph about a healthy choice using teacher-guided examples.</li> <li>• Compare and contrast a healthy snack and an unhealthy snack</li> <li>• Create a word wall or bulletin board representing related topics regarding the food pyramid</li> </ul> <p>Create a drawing of the food pyramid of daily snacks and meals at school</p> <ul style="list-style-type: none"> <li>• Use technology and websites to learn about the healthy food choices</li> <li>• Orally share information with peers about the meals their family eats</li> <li>• Use technology to navigate through a particular website using teacher guided cues to research sites about healthy exercises</li> </ul> <p>Other Evidence:</p> <p>Teacher Observations Student Work Partner Work Student Writing and Illustrations Comprehension Questions Completion of Teacher Created Materials Teacher Conversations with Students</p>	<ul style="list-style-type: none"> <li>• Create a list of community workers and responsibilities of each, share and describe with the class.</li> <li>• Set up a role play of two different community workers with a partner and act it out for the whole class to see.</li> <li>• Read a short fictional selection about a community worker and be able summarize and answer questions regarding the content.</li> <li>• Choose a community worker, and create a character web/analysis</li> <li>• Create a word wall of action verbs describing hardships each community worker faces.</li> <li>• Create an illustration depicting, “What I want to be when I grow up” and label accordingly.</li> <li>• Dress up as a community worker of choice and recreate the story of him or her.</li> <li>• Identify where community helpers work</li> <li>• Focus on the main idea of nonfiction reading and answer WH questions. (e.g. “My Grandfather’s Story”, Santillana Spotlight Series)</li> <li>• Analyze a photograph and describe what is happening in the picture.</li> <li>• Compare and contrast two Community helpers discussed in class using a graphic organizer such as a Venn Diagram.</li> </ul>
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	<p>Spangled Banner”; demonstrate understanding of correct behavior during the singing of the national Anthem.</p> <ul style="list-style-type: none"> <li>• Review The Pledge of Allegiance; demonstrate understanding of correct behavior during it.</li> <li>• Recognize various symbols of the U.S. such as the flag, the Bald Eagle, Statue of Liberty, various landmarks etc.</li> </ul> <p>Other Evidence: Teacher Observations Student Work Partner Work Student Writing and Illustrations Comprehension Questions Completion of Teacher Created Materials Teacher Conversations with Students</p>		<p>Other Evidence: Teacher Observations Student Work Partner Work Student Writing and Illustrations Comprehension Questions Completion of Teacher Created Materials Teacher Conversations with Students</p>
Instructional Plan			
<p>Learning Activities/Content: (What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know?)</p>	<ul style="list-style-type: none"> <li>• Answer questions such as who, what, where, when, and how about key details in a text. use sentence level context clues.</li> <li>• Match content–related pictures.</li> <li>• Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song using teacher modeling and step-by-step directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe healthy habits in a story; use grade level texts and match pictures to words</li> <li>• By the end of the year, read and comprehend literature, including stories and poetry in grades 2-3 text complexity band proficiently with scaffolding as needed at the high end of the range, using previously studied literature as a support</li> <li>• Ask and answer such questions as who, what, where, when, why</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer such questions as who, what , where, when, why and how to demonstrate understanding of key details in a text using graphic organizers and/or marking the text</li> <li>• Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral using a story map with L1 support.</li> <li>• Describe the overall structure of</li> </ul>

	<ul style="list-style-type: none"> <li>• Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot, using various technological resources.</li> <li>• By the end of the year, read and comprehend literature, including stories and poetry in grades 2-3 text complexity band proficiently with scaffolding as needed at the high end of the range using multiple assessment measures.</li> <li>• Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text using context clues</li> <li>• Determine the meaning of words and phrases in a text relevant to a grade level topic or subject by using choice questions and L1 support</li> <li>• By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2 – 3 complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>• Know and apply grade-level phonics and word analysis skills in decoding words. A.Distinguish long and short vowels when reading regularly spelled one-syllable words. B.Know spelling-sound correspondences for additional</li> </ul>	<p>and how to demonstrate understanding of key details in a text; use text marking</p> <ul style="list-style-type: none"> <li>• Describe the connection between healthy eating and healthy activities; use Venn Diagram</li> <li>• Determine the meaning of words and phrases in a text relevant to a grade 2 or 3 topic or subject using single words, notes and outlines.</li> <li>• Know and apply grade-level phonics and word analysis skills in decoding words. A.Distinguish long and short vowels when reading regularly spelled one-syllable words. B.Know spelling-sound correspondences for additional common vowel teams. C. Decode regularly spelled two-syllable words with long vowels. D. Recognize and read grade-appropriate irregularly spelled words; use teacher-guided grammar techniques</li> <li>• Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate and expression. C. Use context to confirm or self-correct word recognition and</li> </ul>	<p>a story, including describing how the beginning introduces the story and the ending concludes the action L1 supports and multi-level texts.</p> <ul style="list-style-type: none"> <li>• By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range by marking in multi-level texts.</li> <li>• With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing using teacher-guided revision techniques</li> <li>• With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers using individual, pair and whole group support.</li> <li>• Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue using Wh question techniques</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use collective nouns (e.g.,group).</li> </ul>
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	<p>common vowel teams. C. Decode regularly spelled two-syllable words with long vowels. Recognize and read grade-appropriate irregularly spelled words using teacher-guides grammar rules</p> <ul style="list-style-type: none"> <li>• Read with sufficient accuracy and fluency to support comprehension.</li> </ul> <p>A. read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary using L1 support.</p> <ul style="list-style-type: none"> <li>• Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure using graphic organizers. (W 2.3, 3.3)</li> <li>• With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing using revision techniques as a whole group and in pairs.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul> <p>A. Form and use frequently</p>	<p>understanding, rereading if necessary. Use choice questions and L1 support.</p> <ul style="list-style-type: none"> <li>• Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section using notes and outlines.</li> <li>• With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing using peer editing techniques</li> <li>• Participate in collaborative conversations with diverse partners about grade 2 and 3 topics and texts with peers and adults in small and larger groups.</li> </ul> <p>A. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion; Use proper audience etiquette and speaking, listening techniques.</p> <ul style="list-style-type: none"> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 and 3</li> </ul>	<p>B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). C. Use reflexive pronouns (e.g., myself, ourselves). D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). E. Use adjectives and adverbs, and choose between them depending on what is to be modified. F Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <ul style="list-style-type: none"> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 and 3 reading and content, choosing flexibility from an array of strategies. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> </ul>
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	<p>occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>B. Form and use the past tense of frequently occurring irregular verbs (e.g., sad, hid, told).</p> <p>C. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). using oral speaking practice techniques</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> </ul> <p>A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</p> <p>B. Distinguish shades of meaning among closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>reading and content, choosing flexibility from an array of strategies.</p> <ul style="list-style-type: none"> <li>• Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>	
Resources:	<ul style="list-style-type: none"> <li>• Santillana Spotlight Series-Levels 2 and 3 (textbook, workbook, practice book, assessment tools)</li> <li>• ESL Teacher's Holiday Activity Book by Elizabeth Claire</li> <li>• All About the USA Longman</li> <li>• Oxford Picture Dictionary for the Content Area</li> <li>• Google Chromebooks</li> </ul>	<ul style="list-style-type: none"> <li>• Santillana Spotlight Series-Levels 2 and 3 (textbook, workbook, practice book, assessment tools)</li> <li>• ESL Teacher's Holiday Activity Book by Elizabeth Claire</li> <li>• All About the USA Longman</li> <li>• Oxford Picture Dictionary for the Content Area</li> <li>• <a href="http://www.madeinamerica.org">www.madeinamerica.org</a></li> <li>• Google Chromebooks</li> </ul>	<ul style="list-style-type: none"> <li>• Santillana Spotlight Series-Levels 2 and 3 (textbook, workbook, practice book, assessment tools)</li> <li>• ESL Teacher's Holiday Activity Book by Elizabeth Claire</li> <li>• All About the USA Longman</li> <li>• Oxford Picture Dictionary</li> <li>• Google Chromebooks</li> <li>• <a href="http://www.elcivics.com">www.elcivics.com</a></li> <li>• <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> </ul>

	<ul style="list-style-type: none"> <li>• Side by Side Pearson Longman</li> <li>• <a href="http://www.abcteach.com">www.abcteach.com</a></li> <li>• <a href="http://www.elcivics.com">www.elcivics.com</a></li> <li>• <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> <li>• Word Study in Action: Words Their Way with English Learners by Pearson</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://teacher.scholastic.com/activities/immigration/index.htm">http://teacher.scholastic.com/activities/immigration/index.htm</a></li> <li>• Google Chromebooks</li> <li>• <a href="http://www.elcivics.com">www.elcivics.com</a></li> <li>• <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> <li>• Word Study in Action: Words Their Way with English Learners by Pearson</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> <li>• Word Study in Action: Words Their Way with English Learners by Pearson</li> </ul>
Interdisciplinary Connections: (e.g. writing, literacy, math, science, history, 21st century life and careers, technology)	<p><i>English Language Proficiency Standard</i> 1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p><i>English Language Proficiency Standard</i> 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p><i>English Language Proficiency Standard</i> 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</p> <p><i>English Language Proficiency Standard</i> 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content</p>	<p><i>English Language Proficiency Standard</i> 1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p><i>English Language Proficiency Standard</i> 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p><i>English Language Proficiency Standard</i> 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</p> <p><i>English Language Proficiency Standard</i> 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content</p>	<p><i>English Language Proficiency Standard</i> 1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p><i>English Language Proficiency Standard</i> 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p><i>English Language Proficiency Standard</i> 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</p> <p><i>English Language Proficiency Standard</i> 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content</p>

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	<p>area of Science.</p> <p><i>English Language Proficiency Standard</i> 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>	<p>area of Science.</p> <p><i>English Language Proficiency Standard</i> 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>	<p>area of Science.</p> <p><i>English Language Proficiency Standard</i> 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>
<p>Differentiation: (What type of differentiated instruction will be used for ML, SP.ED. and G&amp;T students?)</p>	<p>Differentiation has been integrated into the entire unit via scaffolding techniques as per WIDA standards.</p> <p>Other differentiation activities may include: Modify activities and assessments as per individual students' IEPs</p> <ul style="list-style-type: none"> <li>• Use of visuals</li> <li>• Words banks</li> <li>• Reduced choice on assessments</li> <li>• Preferential seating</li> <li>• Front-loaded notes</li> <li>• Study guides</li> <li>• Choice activities</li> <li>• Manipulatives</li> <li>• Tiered/Scaffolded lessons</li> <li>• Topic selection by interest</li> <li>• Modified time requirements</li> <li>• Modify lesson, assessment and study guide format</li> <li>• Modeling</li> <li>• Modified homework</li> </ul> <p>Provide enriched curriculum and activities</p>	<p>Differentiation has been integrated into the entire unit via scaffolding techniques as per WIDA standards</p> <p>Other differentiation activities may include: Modify activities and assessments as per individual students' IEPs</p> <ul style="list-style-type: none"> <li>• Use of visuals</li> <li>• Words banks</li> <li>• Reduced choice on assessments</li> <li>• Preferential seating</li> <li>• Front-loaded notes</li> <li>• Study guides</li> <li>• Choice activities</li> <li>• Manipulatives</li> <li>• Tiered/Scaffolded lessons</li> <li>• Topic selection by interest</li> <li>• Modified time requirements</li> <li>• Modify lesson, assessment and study guide format</li> <li>• Modeling</li> <li>• Modified homework</li> </ul> <p>Provide enriched curriculum and activities</p>	<p>Differentiation has been integrated into the entire unit via scaffolding techniques as per WIDA standards.</p> <p>Other differentiation activities may include: Modify activities and assessments as per individual students' IEPs</p> <ul style="list-style-type: none"> <li>• Use of visuals</li> <li>• Words banks</li> <li>• Reduced choice on assessments</li> <li>• Preferential seating</li> <li>• Front-loaded notes</li> <li>• Study guides</li> <li>• Choice activities</li> <li>• Manipulatives</li> <li>• Tiered/Scaffolded lessons</li> <li>• Topic selection by interest</li> <li>• Modified time requirements</li> <li>• Modify lesson, assessment and study guide format</li> <li>• Modeling</li> <li>• Modified homework</li> </ul> <p>Provide enriched curriculum and activities</p>



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	<ul style="list-style-type: none"> <li>• Compact curriculum</li> <li>• Independent projects</li> <li>• Interest centers</li> <li>• Interest groups</li> <li>• Tiered assignments</li> <li>• Flexible skills grouping</li> <li>• Learning centers</li> <li>• High-level questions</li> <li>• Contracts/management plans</li> </ul>	<ul style="list-style-type: none"> <li>• Compact curriculum</li> <li>• Independent projects</li> <li>• Interest centers</li> <li>• Interest groups</li> <li>• Tiered assignments</li> <li>• Flexible skills grouping</li> <li>• Learning centers</li> <li>• High-level questions</li> <li>• Contracts/management plans</li> </ul>	<ul style="list-style-type: none"> <li>• Compact curriculum</li> <li>• Independent projects</li> <li>• Interest centers</li> <li>• Interest groups</li> <li>• Tiered assignments</li> <li>• Flexible skills grouping</li> <li>• Learning centers</li> <li>• High-level questions</li> <li>• Contracts/management plans</li> </ul>
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Unit of Study: (Timeframe)	My World 6 Weeks	Animals 4 Weeks	Heroes and Heroines 6 Weeks
Learning Outcomes			
<p>Established Goals: NJSLS: (Standards that are only applicable to the unit; include technology and 21st century standards)</p>	<p>NJSLS: RI.CR.2.1, RI.CR.3.1 RI.CI.2.2, RI.CI.3.2 RI.IT.2.3, RI.IT.3.3 RI.MF.2.6, RI.MF.3.6 RI.PP.2.5, RI.PP.3.5 RL.TS.2.4, RL.TS.3.4</p> <p>L.RF.2.3, L.RF.3.3 L.RF.2.4, L.RF.3.4 L.WF.2.1 L.WF.2.2, L.WF.3.2 L.WF.2.3, L.WF.3.3 L.KL.2.1, L.KL.3.1 L.VL.2.2, L.VL.3.2 L.VI.2.3, L.VI.3.3</p> <p>W.RW.2.7, W.RW3.7 W.NW.2.3, W.NW3.3 W.WP.2.4, W.WP.3.4</p>	<p>NJSLS: RI.CR.2.1, RI.CR.3.1 RL.TS.2.4, RL.TS.3.4 RI.AA.2.7, RI.AA.3.7 RI.CT.2.8, RI.CT.3.8</p> <p>L.RF.2.3, L.RF.3.3 L.RF.2.4, L.RF.3.4 L.WF.2.1, L.WF.3.1 L.WF.2.2, L.WF.3.2 L.WF.2.3, L.WF.3.3 L.KI.2.1, L.KI.3.1 L.VL.2.2, L.VL.3.2</p> <p>W.RW.2.7, W.RW3.7 W.WP.2.4, W.WP.3.4 W.IW.2.2, W.IW.3.2</p> <p>SL.II.2.1, SL.II.3.1 SL.II.2.2, SL.II.3.2</p>	<p>NJSLS: RI.CR.2.1, RI.CR.3.1 RI.CI.2.2, RI.CI.3.2 RI.IT.2.3, RI.IT.3.3 RI.MF.2.6, RI.MF.3.6 RI.PP.2.5, RI.PP.3.5 RL.TS.2.4, RL.TS.3.4</p> <p>L.RF.2.3, L.RF.3.3 L.RF.2.4, L.RF.3.4 L.WF.2.1, L.WF.3.1 L.WF.2.2, L.WF.3.2 L.WF.2.3, L.WF.3.3 L.KI.2.1, L.KI.3.1 L.VL.2.2, L.VL.3.2</p> <p>W.RW.2.7, W.RW3.7 W.WP.2.4, W.WP.3.4</p> <p>SL.II.2.1, SL.II.3.1</p>

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	SL.PE.2.1, SL.PE.3.1 SL.II.2.2, SL.II.3.2 SL.ES.2.3, SL.ES.3.3 SL.PI.2.4, SL.PI.3.4 SL.UM.2.5, SL.UM.3.5 SL.AS.2.6, SL.AS.3.6	SL.ES.2.3, SL.ES.3.3 SL.PI.2.4, SL.PI.3.4 SL.UM.2.5, SL.UM.3.5 SL.AS.2.6, SL.AS.3.6	SL.II.2.2, SL.II.3.2 SL.ES.2.3, SL.ES.3.3 SL.PI.2.4, SL.PI.3.4 SL.UM.2.5, SL.UM.3.5 SL.AS.2.6, SL.AS.3.6
Enduring Understandings: <i>(What big ideas will students know?)</i>	<ul style="list-style-type: none"> <li>The interaction between physical features of the Earth and climate shapes ecosystems and influences human activities.</li> <li>Seasons and weather patterns result from the Earth's position and movement in relation to the sun.</li> </ul>	<ul style="list-style-type: none"> <li>Animals can be grouped by their traits, which helps us understand how they behave and live in their environments.</li> <li>Different animals live in different homes, and these homes meet their needs, showing how all living things are connected and why we should protect them.</li> </ul>	<ul style="list-style-type: none"> <li>Heroes and heroines show us that being brave and helping others can make the world a better place.</li> <li>Learning about important people and events from the past helps us understand our world today and the challenges we face in the future.</li> </ul>
Essential Questions: <i>(What questions are open-ended, debatable, global and spark critical thinking?)</i>	<ol style="list-style-type: none"> <li>How do the mountains, rivers, and other features of a place change its weather and the way people live there?</li> <li>Why is it important for us to know about the weather and seasons, especially when bad storms might happen?</li> <li>How do the things we do on Earth affect the climate, and what can we do to help take care of our planet?</li> </ol>	<ol style="list-style-type: none"> <li>How do the features of animals help them live in their homes, and what could happen if those features changed?</li> <li>How do the things people do affect where animals live, and what can we do to help protect their homes?</li> <li>How can learning about how different animals are connected help us solve big problems like climate change and losing different kinds of animals?</li> </ol>	<ol style="list-style-type: none"> <li>What traits make someone a hero or heroine, and how do different cultures see these traits differently?</li> <li>How can the stories of people from the past help us figure out solutions to problems we have today?</li> </ol>
Assessment and Evidence			
Assessment & Evidence: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?) (By what</i>	Performance Tasks: <ul style="list-style-type: none"> <li>Investigate landforms and bodies of water</li> <li>Orally answer teacher questions and share responses</li> </ul>	Performance Tasks: <ul style="list-style-type: none"> <li>Identify groups of animals</li> <li>Describe groups of animals</li> <li>Compare and contrast animals</li> <li>Classify animals</li> </ul>	Performance Tasks: <ul style="list-style-type: none"> <li>Describe heroes and heroines</li> <li>Describe past activities</li> <li>Describe feelings</li> <li>Retell past events</li> </ul>

<p><i>criteria will performances of understanding be judged?)</i></p>	<p>about seasons</p> <ul style="list-style-type: none"> <li>• Write sentences about an environmental issue(e.g. A natural disaster) describing the problem and solution.</li> <li>• Choose an environmental issue and make a T-Chart listing problems and solutions.</li> <li>• Be a weatherman/girl and tell the class the forecast using dialogue created by the teacher.</li> <li>• Create a google slide presentation in a group about weather and the changing seasons.</li> <li>• Compare and contrast student's life in native countries to their life in the United States using a graphic organizer such as a Venn Diagram.</li> <li>• Describe the features of different landforms and bodies of water</li> <li>• Identify the main idea and supporting details</li> <li>• Write in journal to recount a time when student can recall information about a natural disaster taking place.</li> <li>• Create a short weather forecast</li> <li>• Create a list of natural disasters and how they changed people's lives.</li> <li>• Describe the climate</li> <li>• Compare and contrast different seasons</li> <li>• Compare and contrast lakes and oceans</li> <li>• Describe ways to take care of</li> </ul>	<ul style="list-style-type: none"> <li>• Describe animal features and movements</li> <li>• Review sounds, letters and sight words to be able to compile simple sentences to read and orally say.</li> <li>• Students will answer WH-questions</li> <li>• Choose one or two pictures to talk about and leading the students by asking questions, especially ones that elicit the use of vocabulary pertinent to the topic.</li> <li>• Students will describe animals in pictures.</li> <li>• Students will select animals based on descriptions and match words and phrases to the animals.</li> <li>• Label diagrams and pictures based on oral descriptions of animals.</li> <li>• Match sentence level descriptions of animal homes</li> <li>• Predict what will happen in pictures with animals moving</li> <li>• Perform hands-on tasks or to act out vocabulary, concepts, or event.</li> <li>• Conduct an interview with a partner to promote speaking, use visual and nonverbal cues if necessary.</li> <li>• To elicit content knowledge without requiring students to speak or write, teachers can ask students to produce and manipulate drawings, dioramas,</li> </ul>	<ul style="list-style-type: none"> <li>• Describe characteristics of people- physical or emotional</li> <li>• Research one hero or heroine and write information about each.</li> <li>• Create a list of different characteristics of a hero</li> <li>• Compare and contrast 2 heroes or heroines using comparative adjectives.</li> <li>• Orally answer teacher questions regarding their hero or heroine</li> <li>• Answer written questions about their hero or heroine.</li> <li>• While reading a fictional selection, use a graphic organizer to make inferences and predictions.</li> <li>• Write a narrative about their hero or heroine</li> <li>• Read a nonfiction selection about the past and answer comprehension questions.</li> <li>• Describe a portrait</li> <li>• Sequence life events</li> <li>• Expressing and supporting opinions</li> <li>• Identify text structure</li> <li>• Engage in character education vocabulary related to emotions</li> <li>• Write a sequence paragraph using the correct vocabulary to orally read and present to the whole class.</li> </ul> <p>Other Evidence: Teacher Observations Student Work Partner Work</p>
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	<p>the Earth</p> <ul style="list-style-type: none"> <li>• Create graphic organizer flip book for seasonal activities</li> <li>• Create an illustration of a landform</li> <li>• Create K-W-L chart assessing what student knows, what the student wants to know and what he/she has learned.</li> </ul> <p>Other Evidence: Teacher Observations Student Work Partner Work Student Writing and Illustrations Comprehension Questions Completion of Teacher Created Materials Teacher Conversations with Students</p>	<p>models, graphs, and charts.</p> <ul style="list-style-type: none"> <li>• Identify the main idea in a reading selection.</li> <li>• Describe animal habitats</li> <li>• Describe animals with superlatives</li> <li>• Classify information in a graphic organizer.</li> </ul> <p>Other Evidence: Teacher Observations Student Work Partner Work Student Writing and Illustrations Comprehension Questions Completion of Teacher Created Materials Teacher Conversations with Students</p>	<p>Student Writing and Illustrations Comprehension Questions Completion of Teacher Created Materials Teacher Conversations with Students</p>
Learning Plan			
<p>Learning Activities/Content: (What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know?)</p>	<ul style="list-style-type: none"> <li>• By the end of the year, read and comprehend literature, including stories and poetry in the grades 2-3 text complexity band proficiently with scaffolding as needed at the high end of the range. Using informal assessment techniques</li> <li>• Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. Match content-related text and pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. use content-related pictures.</li> <li>• Recount stories, including fables and folktales from diverse cultures, and determine their central message, moral or lesson. using teacher modeling and partner work</li> <li>• Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. Match content-related text and pictures.</li> <li>• By the end of the year, read and comprehend literature, including stories and poetry in the grades 2-3 text complexity band proficiently with scaffolding as needed at the high end of the range. using informal assessment techniques</li> <li>• Ask and answer such questions</li> </ul>

	<ul style="list-style-type: none"> <li>• Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text by marking the text</li> <li>• Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text using L1 support and graphic organizers.</li> <li>• Determine the meaning of words and phrases in a text relevant to a grade 2 or 3 topic or subject area using L1 supports and picture cards.</li> <li>• Identify the main purpose of a text, including what the author wants to answer, explain, or describe by marking the text and/or graphic organizers.</li> <li>• Compare and contrast the most important points presented by two texts on the same topic by using graphic organizers.</li> <li>• Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>A. Know spelling-sound correspondences for additional common vowel teams.</li> <li>B. Decode words with common prefixes and suffixes.</li> <li>C. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>D. Recognize and read grade-appropriate irregularly spelled words by practicing</li> </ul> </li> </ul>	<p>different authors or from different cultures. Match content-related text and pictures.</p> <ul style="list-style-type: none"> <li>• Determine the meaning of words and phrases in a text relevant to a grade 2 or 3 topic or subject area using L1 supports and picture cards.</li> <li>• Compare and contrast the most important points presented by two texts on the same topic by using graphic organizers.</li> <li>• By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently with scaffolding as needed and the high end of the range using choice questions and L1 support.</li> <li>• Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>A. Know spelling-sound correspondences for additional common vowel teams.</li> <li>B. Decode words with common prefixes and suffixes.</li> <li>C. Identify words with inconsistent but common Spelling-sound correspondences.</li> <li>D. Recognize and read grade-appropriate irregularly spelled words by practicing individually and with a partner.</li> </ul> </li> <li>• With guidance and support from adults and peers, focus on a topic and strengthen writing as needed</li> </ul>	<p>as who, what, where, when, why, and how to demonstrate understanding of key details in a text by marking the text</p> <ul style="list-style-type: none"> <li>• Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text using L1 support and graphic organizers.</li> <li>• Determine the meaning of words and phrases in a text relevant to a grade 2 or 3 topic or subject area using L1 supports and picture cards.</li> <li>• Identify the main purpose of a text, including what the author wants to answer, explain, or describe by marking the text and/or graphic organizers.</li> <li>• Compare and contrast the most important points presented by two texts on the same topic by using graphic organizers.</li> <li>• Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>A. Know spelling-sound correspondences for additional common vowel teams.</li> <li>B. Decode words with common prefixes and suffixes.</li> <li>C. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>D. Recognize and read grade-appropriate irregularly spelled words by practicing individually and with a partner.</li> </ul> </li> </ul>
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	<p>individually and with a partner.</p> <ul style="list-style-type: none"> <li>• With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing by using choice questions and L1 support.</li> <li>• Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue by using L1 support and asking WH questions.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</li> </ul>	<p>by revising and editing by using choice questions and L1 support.</p> <ul style="list-style-type: none"> <li>• Participate in collaborative conversations with diverse partners about grade 2 and 3 topic and texts with peers and adults in small and larger groups.</li> </ul> <p>A. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversation by linking their comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion by practicing with a partner.</p> <ul style="list-style-type: none"> <li>• Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification by using questions and L1 support.</li> <li>• Use words and phrases acquired through conversations, reading and being read to, responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</li> </ul>	<ul style="list-style-type: none"> <li>• With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing by using choice questions and L1 support.</li> <li>• Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue by using L1 support and asking WH questions.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</li> </ul>
Resources:	<ul style="list-style-type: none"> <li>• Santillana Spotlight Series (textbook, workbook, practice book, assessment tools)</li> <li>• ESL Teacher's Holiday Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Animal texts and resources</li> <li>• Santillana Spotlight Series (textbook, workbook, practice book, assessment tools)</li> </ul>	<ul style="list-style-type: none"> <li>• American Heroes and Heroines texts and resources</li> <li>• Santillana Spotlight Series (textbook, workbook, practice</li> </ul>

	<p>Book by Elizabeth Claire</p> <ul style="list-style-type: none"> <li>• All About the USA Longman</li> <li>• Oxford Picture Dictionary for the Content Area</li> <li>• <a href="http://www.abcteach.com">www.abcteach.com</a></li> <li>• Google Chromebooks</li> <li>• <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> </ul> <p>• Foundations Alphabet cards by Wilson</p> <p>• Word Study in Action: Words Their Way with English Learners by Pearson</p>	<ul style="list-style-type: none"> <li>• ESL Teacher's Holiday Activity</li> </ul> <p>Book by Elizabeth Claire</p> <ul style="list-style-type: none"> <li>• All About the USA Longman</li> <li>• Oxford Picture Dictionary for the Content Area</li> <li>• <a href="http://www.abcteach.com">www.abcteach.com</a></li> <li>• Google Chromebooks</li> <li>• <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> </ul> <p>• Foundations Alphabet cards by Wilson</p> <p>• Word Study in Action: Words Their Way with English Learners by Pearson</p>	<p>book, assessment tools)</p> <ul style="list-style-type: none"> <li>• ESL Teacher's Holiday Activity</li> </ul> <p>Book by Elizabeth Claire</p> <ul style="list-style-type: none"> <li>• All About the USA Longman</li> <li>• Oxford Picture Dictionary for the Content Area</li> <li>• <a href="http://www.abcteach.com">www.abcteach.com</a></li> <li>• Google Chromebooks</li> <li>• <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> </ul> <p>• Foundations Alphabet cards by Wilson</p> <p>• Word Study in Action: Words Their Way with English Learners by Pearson</p>
<p>Interdisciplinary Connections: (e.g. writing, literacy, math, science, history, 21st century life and careers, technology)</p>	<p><i>English Language Proficiency Standard</i></p> <p>1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p><i>English Language Proficiency Standard</i></p> <p>2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p><i>English Language Proficiency Standard</i></p> <p>3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</p>	<p><i>English Language Proficiency Standard</i></p> <p>1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p><i>English Language Proficiency Standard</i></p> <p>2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p><i>English Language Proficiency Standard</i></p> <p>3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</p>	<p><i>English Language Proficiency Standard</i></p> <p>1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p><i>English Language Proficiency Standard</i></p> <p>2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p><i>English Language Proficiency Standard</i></p> <p>3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</p>

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	<p><i>English Language Proficiency Standard</i> 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</p> <p><i>English Language Proficiency Standard</i> 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>	<p><i>English Language Proficiency Standard</i> 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</p> <p><i>English Language Proficiency Standard</i> 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>	<p><i>English Language Proficiency Standard</i> 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</p> <p><i>English Language Proficiency Standard</i> 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>
<p>Differentiation: (What type of differentiated instruction will be used for ML, SP.ED. and G&amp;T students?)</p>	<p>Differentiation has been integrated into the entire unit via scaffolding techniques as per WIDA standards.</p> <p>Other differentiation activities may include: Modify activities and assessments as per individual students' IEPs</p> <ul style="list-style-type: none"> <li>• Use of visuals</li> <li>• Words banks</li> <li>• Reduced choice on assessments</li> <li>• Preferential seating</li> <li>• Front-loaded notes</li> <li>• Study guides</li> <li>• Choice activities</li> <li>• Manipulatives</li> <li>• Tiered/Scaffolded lessons</li> <li>• Topic selection by interest</li> <li>• Modified time requirements</li> <li>• Modify lesson, assessment and</li> </ul>	<p>Differentiation has been integrated into the entire unit via scaffolding techniques as per WIDA standards</p> <p>Other differentiation activities may include: Modify activities and assessments as per individual students' IEPs</p> <ul style="list-style-type: none"> <li>• Use of visuals</li> <li>• Words banks</li> <li>• Reduced choice on assessments</li> <li>• Preferential seating</li> <li>• Front-loaded notes</li> <li>• Study guides</li> <li>• Choice activities</li> <li>• Manipulatives</li> <li>• Tiered/Scaffolded lessons</li> <li>• Topic selection by interest</li> <li>• Modified time requirements</li> <li>• Modify lesson, assessment and</li> </ul>	<p>Differentiation has been integrated into the entire unit via scaffolding techniques as per WIDA standards.</p> <p>Other differentiation activities may include: Modify activities and assessments as per individual students' IEPs</p> <ul style="list-style-type: none"> <li>• Use of visuals</li> <li>• Words banks</li> <li>• Reduced choice on assessments</li> <li>• Preferential seating</li> <li>• Front-loaded notes</li> <li>• Study guides</li> <li>• Choice activities</li> <li>• Manipulatives</li> <li>• Tiered/Scaffolded lessons</li> <li>• Topic selection by interest</li> <li>• Modified time requirements</li> <li>• Modify lesson, assessment and</li> </ul>



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	<p>study guide format</p> <ul style="list-style-type: none"><li>• Modeling</li><li>• Modified homework</li></ul> <p>Provide enriched curriculum and activities</p> <ul style="list-style-type: none"><li>• Compact curriculum</li><li>• Independent projects</li><li>• Interest centers</li><li>• Interest groups</li><li>• Tiered assignments</li><li>• Flexible skills grouping</li><li>• Learning centers</li><li>• High-level questions</li><li>• Contracts/management plans</li></ul>	<p>study guide format</p> <ul style="list-style-type: none"><li>• Modeling</li><li>• Modified homework</li></ul> <p>Provide enriched curriculum and activities</p> <ul style="list-style-type: none"><li>• Compact curriculum</li><li>• Independent projects</li><li>• Interest centers</li><li>• Interest groups</li><li>• Tiered assignments</li><li>• Flexible skills grouping</li><li>• Learning centers</li><li>• High-level questions</li><li>• Contracts/management plans</li></ul>	<p>study guide format</p> <ul style="list-style-type: none"><li>• Modeling</li><li>• Modified homework</li></ul> <p>Provide enriched curriculum and activities</p> <ul style="list-style-type: none"><li>• Compact curriculum</li><li>• Independent projects</li><li>• Interest centers</li><li>• Interest groups</li><li>• Tiered assignments</li><li>• Flexible skills grouping</li><li>• Learning centers</li><li>• High-level questions</li><li>• Contracts/management plans</li></ul>
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Fairfield Public Schools

## **English as a Second Language (ESL) Curriculum for Multilingual Learners (MLs)**

### **Grades 4-6**

#### **ABSTRACT**

*This course is designed for Multilingual learners (MLs) in fourth, fifth and sixth grade. Throughout the course, students will investigate the following global themes: school culture, immigration, challenges, weather phenomena, transportation, the universe and inventions. Students will focus on their skills in listening, speaking, reading and writing as they progress through English language proficiency levels. Students will learn content and be assessed through various performance tasks that are scaffolded to meet the ever-changing needs of multilingual learners. The curriculum includes a variety of assessments and performance tasks to meet all proficiency levels in fourth, fifth, and sixth grade.*

ESL Grades 4-6

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Unit of Study: (Timeframe)	School Culture (6 weeks)	Immigration (8 weeks)	Challenges (8 weeks)
Learning Outcomes			
Established Goals: NJSLS: (Standards that are only applicable to the unit; include technology and 21st century standards)	<p>NJSLS: SL.PE.4.1, 5.1, 6.1 SL.II.4.2, 5.2, 6.2 SL.PI.4.4, 5.4, 6.4 SL.AS.4.6, 5.6, 6.6</p> <p>L.WF.4.3 L.WF.4.2, 5.2 L.SS.6.1 L.KL.4.1, 5.1 L.LK.6.2 L.RF.4.3, 5.3 L.RF.4.4, 5.4 L.VL.4.2, 5.2, 6.2 L.VI.4.3, 5.3, 6.3</p> <p>W.WP.4.4, 5.4, 6.4 W.SE.4.6, 5.6, 6.6 W.RW.4.7, 5.7, 6.7 W.NW.4.3, 5.3, 6.3</p> <p>RL.CR.4.1, 5.1 RL.CI.4.2, 5.2, 6.2 RL.MF.4.6, 5.6, 6.6</p>	<p>NJSLS: SL.PE.4.1, 5.1, 6.1 SL.II.4.2, 5.2, 6.2 SL.PI.4.4, 5.4, 6.4 SL.AS.4.6, 5.6, 6.6</p> <p>L.WF.4.3 L.WF.5.2 L.SS.6.1 L.KL.4.1, 5.1 L.LK.6.2 L.RF.4.3, 5.3 L.RF.4.4, 5.4 L.VL.4.2, 5.2, 6.2 L.VI.4.3, 5.3, 6.3</p> <p>W.WP.4.4, 5.4, 6.4 W.SE.4.6, 5.6, 6.6 W.RW.4.7, 5.7, 6.7 W.AW.4.1, 5.1, 6.1</p> <p>RL.CR.4.1, 5.1 RL.CI.4.2, 5.2, 6.2 RL.PP.4.5, 5.5, 6.5 RL.TS.4.4, 5.4, 6.4</p>	<p>NJSLS: SL.PE.4.1, 5.1, 6.1 SL.II.4.2, 5.2, 6.2 SL.PI.4.4, 5.4, 6.4 SL.AS.4.6, 5.6, 6.6</p> <p>L.WF.4.3 L.WF.5.2 L.SS.6.1 L.KL.4.1, 5.1 L.LK.6.2 L.RF.4.3, 5.3 L.RF.4.4, 5.4 L.VL.4.2, 5.2, 6.2 L.VI.4.3, 5.3, 6.3</p> <p>W.WP.4.4, 5.4, 6.4 W.SE.4.6, 5.6, 6.6 W.RW.4.7, 5.7, 6.7 W.AW.4.1, 5.1, 6.1</p> <p>RL.CR.4.1, 5.1 RL.CI.4.2, 5.2, 6.2 RL.IT.4.3, 5.3, 6.3 RL.MF.4.6, 5.6, 6.6</p>
Enduring Understandings: (What big ideas will students know?)	<ul style="list-style-type: none"> <li>• Good communication skills—like listening, expressing thoughts clearly, and being open-minded—are essential for building friendships and solving problems together.</li> <li>• Different cultures, backgrounds,</li> </ul>	<ul style="list-style-type: none"> <li>• Immigrants' stories have had an impact on society.</li> <li>• Words powerfully affect meaning.</li> <li>• Oral discussion helps to build connections to others and create opportunities for learning.</li> </ul>	<ul style="list-style-type: none"> <li>• One's personal experiences influences his or her perspectives, beliefs, and actions.</li> <li>• Challenges create new learning experiences that contribute to managing future conflict.</li> </ul>

	and experiences contribute to a vibrant and inclusive community, fostering creativity and collaboration.		
Essential Questions: <i>(What questions are open-ended, debatable, global and spark critical thinking?)</i>	1. How can we improve our communication to make friends and solve problems at school? 2. How do our different backgrounds affect how we get along at school, and why is that important? 3. How does someone's culture make our community special?	1. How have immigrants made a difference in society over time? 2. How do people weigh the advantages and disadvantages of immigrating? Do they always have a choice? 3. What is my (student) part in accepting diversity and getting along with others?	1. How do experiences shape a person's ability to accept and address challenges? 2. How do people adapt and change after confronting challenges? 3. Is there a wrong time to ask a question?
Assessment and Evidence			
Assessment & Evidence: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?) (By what criteria will performances of understanding be judged?)</i>	Performance Tasks: <ul style="list-style-type: none"> <li>• Write sentences associated with school words (classroom objects, places at school, class schedule) from visuals and word/phrase banks.</li> <li>• Complete a scavenger hunt within the school building (nurse's office, gym, library, main office, cafeteria)</li> <li>• Initiate or engage in everyday conversations with teachers and other students.</li> <li>• Compare and contrast school life in their native country with the US.</li> <li>• Describe school life in the United States (e.g. describe a classroom, provide a typical schedule, and tell what takes place during a typical day).</li> <li>• Ask and answer questions</li> </ul>	Performance Tasks: <ul style="list-style-type: none"> <li>• Orally answer teacher questions and share responses about the American people in pairs and as a whole class with L1 support (bilingual dictionaries, electronic translators, and clarification in their first language when possible.)</li> <li>• Define and create pictorial representations of vocabulary related to the American immigrant experience using a graphic organizer.</li> <li>• Based on information from family members and other resources including the internet, create a Google Slide Presentation that tells the story of your family's immigration and their life here in America. Support the Google Slide</li> </ul>	Performance Tasks: <ul style="list-style-type: none"> <li>• Compare and contrast two historical figures using a graphic organizer such as a Venn Diagram.</li> <li>• Orally answer teacher questions and share responses about people who have faced challenges and/or overcome challenges throughout history.</li> <li>• Write simple sentences about a historical figure who has overcome a challenge in their life.</li> <li>• Read or listen to a nonfiction selection about challenges. <ul style="list-style-type: none"> <li>• Create a dialogue and re-enact the selection to a teacher or partner.</li> </ul> </li> <li>• Create a timeline of significant events in a famous figure who has faced challenges.</li> <li>• Construct a T-Chart listing</li> </ul>

	<p>related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication.</p> <ul style="list-style-type: none"> <li>• Sign on to a computer and navigate to a particular website using written instructions and oral/visual cues.</li> <li>• Create an All About Me poster.</li> <li>• Bar Graph comparing and contrasting what students did for their summer vacations.</li> <li>• Google Slide Show on the country where the student is from.</li> <li>• Review vocabulary for the Pledge of Allegiance; demonstrate understanding of correct behavior during the Pledge.</li> <li>• Write a list of goals for the current school year.</li> <li>• Illustrations of characters and sequence of story.</li> <li>• Oral discussion helps to build connections to others and create opportunities for learning.</li> <li>• The student writes about a fictional character (someone made up) who moves to a new country and needs to learn how to do something in the new culture. Maybe the character needs to learn how to speak a new language, get around the new city, or find his/her way in a new school.</li> </ul>	<p>Presentation with personal photos, picture, clip art and other visuals.</p> <ul style="list-style-type: none"> <li>• Write an autobiography about their life changing experiences of coming to America using graphic Organizers (T-chart and sequence chain) Include events before coming to the US and after coming to the US, which consists of 1, 2, or 3 paragraphs of writing.</li> <li>• Construct a T-chart to compare Pilgrims' trip to America and their own trip.</li> <li>• Recognize various symbols of the U.S. such as the seal, Uncle Sam, the Bald Eagle, Statue of Liberty.</li> <li>• Summarize the main idea from the book The Pilgrim's First Thanksgiving.</li> <li>• Create a timeline that shows a journey of a fictional character on the Mayflower using the website Read WriteThink. Org.</li> <li>• Write an explanatory essay about a traditional holiday celebrated in their home country. The writing should be 1, 2, or 3 paragraphs.</li> <li>• Assume the identity of being a Pilgrim on the Mayflower, and write one, two, or three diary entries about their journey.</li> <li>• Students begin a KWL chart on Thanksgiving, read information on Thanksgiving, and complete the KWL chart.</li> <li>• Create a PowerPoint</li> </ul>	<p>challenges that each of them faces in the real world.</p> <ul style="list-style-type: none"> <li>• Create a list of challenges and their solutions and be able to .describe each one of them to a teacher or partner.</li> <li>• Read a short fictional selection about a character who faces a challenge and be able summarize and answer questions regarding the content.</li> <li>• Choose a fictional selection, and create a character web/analysis of one of the characters who faced a challenge.</li> <li>• The student reads a book on his/her own that includes a character that faces a challenge and overcomes it. The student draws pictures of at least five events in the book and writes 2-3 sentences describing each event next to each picture.</li> <li>• The student writes about a fictional character (someone made up) who moves to a new country and needs to learn how to do something in the new culture. Maybe the character needs to learn how to speak a new language, get around the new city, or find his/her way in a new school.</li> <li>• The student makes two illustrations of the narrative he/she wrote to accompany the story. The first illustration shows the character and the problem</li> </ul>
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	<ul style="list-style-type: none"> <li>• Orally have conversation with other ESL students about their summer vacation.</li> <li>• Journal Entry regarding first day of school feelings.</li> <li>• Read a fictional story about a character who moves from a different place, and then create a Venn Diagram comparing and contrasting themselves to the main character.</li> </ul> <p>Other Evidence: Teacher Observations Student Work Partner Work Student Writing and Illustrations Comprehension Questions Completion of Teacher Created Materials Teacher Conversations with Students</p>	<p>presentation of slides and text to use in introducing their families to the school and the other ESL students.</p> <ul style="list-style-type: none"> <li>• Students and teacher talk about the pictures of holidays in December, and teacher elicits words that describe each picture.</li> <li>• Students complete a brochure about their voyage from their home country to the United States.</li> <li>• Discuss immigration as they relate to their own experiences. Then they complete a teacher-made reflection sheet, noting, for example, new understandings and attitudes.</li> <li>• Acrostic poem about winter holidays.</li> <li>• Orally present a Google Slide presentation on holidays that were adapted from one country and brought to the United States.</li> </ul> <p>Other Evidence: Teacher Observations Student Work Partner Work Student Writing and Illustrations Comprehension Questions Completion of Teacher Created Materials Teacher Conversations with Students</p>	<p>that he/she encountered. The second illustration shows the character after the problem was resolved.</p> <ul style="list-style-type: none"> <li>• A speaker's choice of words and style set a tone and define the message.</li> <li>• Effective listeners are able to interpret and evaluate increasingly complex messages.</li> <li>• Write a historical biography about an influential American woman.</li> <li>• Create a timeline for Martin Luther King's life.</li> <li>• Orally present a Google Slide Presentation on an influential African American who impacted American history.</li> <li>• Listen and respond to questions about the story Amelia and Eleanor Go For a Ride.</li> </ul> <p>Other Evidence: Teacher Observations Student Work Partner Work Student Writing and Illustrations Comprehension Questions Completion of Teacher Created Materials Teacher Conversations with Students</p>
Instructional Plan			

<p>Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know?)</i></p>	<ul style="list-style-type: none"> <li>• Develop a narrative including an introduction of a narrator and/or characters using shared writing models, L1 support, and sentence frames.</li> <li>• Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean) using marking the text, cartoons, and L1 support)</li> <li>• Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes using native language support, bilingual dictionaries, partner work, and figurative language.</li> <li>• Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text using Venn Diagrams, and sentence starters.</li> <li>• Analyze how the graphics or the media in a multimedia presentation help the reader to understand more about the meaning, tone, or beauty of a text using Venn Diagrams, and sentence starters</li> <li>• Compare and contrast the overall structure (e.g., chronology, comparison,</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–6 text complexity band independently and proficiently by using teacher support, and native language support.</li> <li>• Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided Venn Diagrams, Sentence Starters, and Partner work.</li> <li>• Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent using teacher support, graphic organizers, and partner work.</li> <li>• Read increasingly complex text at the grades 4-5 text complexity band independently and proficiently sentence frames, word walls, and picture frames.</li> <li>• Read grade-level text with purpose and understanding using story map, word walls, and partner work.</li> <li>• Apply context clues to confirm or self-correct word recognition and understanding, rereading as necessary using bilingual dictionaries, checklist, and think alouds.</li> <li>• Use context to confirm or</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean) using marking the text, cartoons, and L1 support).</li> <li>• Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes using native language support, bilingual dictionaries, partner work, and figurative language.</li> <li>• Apply context clues to confirm or self-correct word recognition and understanding, rereading as necessary using bilingual dictionaries, checklist, and think alouds.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary using bilingual dictionaries, checklist, and think alouds.</li> <li>• By the end of the year, read and comprehend literature, including high end of the grades 4–6 text complexity band independently and proficiently by using teacher support, and native language support.</li> <li>• Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific</li> </ul>
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	<p>cause/effect, problem /solution) of concepts or information in two or more texts using graphic organizers and sentence starters.</p> <ul style="list-style-type: none"> <li>• Complete short narrative writing tasks routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a variety of discipline-specific time frames, tasks, purposes, and audiences using model responses, word banks, and L1 support.</li> <li>• Produce writing within long (time for research, reflection, and revision) and short time frames (a single sitting or a day or two) in response to fiction and informational text for a range of discipline-specific tasks, purposes, and audiences using model responses, word bank and L1 support.</li> <li>• Apply letter-sound knowledge and syllabication patterns to accurately read multisyllabic words in and out of context using adapted texts and word pattern charts.</li> <li>• Demonstrate the ability to decode unknown grade level words by applying letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read multisyllabic words in grade 5 text in and out of context using</li> </ul>	<p>self-correct word recognition and understanding, rereading as necessary using bilingual dictionaries, checklist, and think alouds.</p> <ul style="list-style-type: none"> <li>• Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings, illustrations/diagrams/drawings, and multimedia) when useful to aiding comprehension using technological resources, L1 support, diagrams, and illustrations.</li> <li>• Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic when writing using graphic organizer, word wall, and pair share.</li> <li>• Link ideas within categories of information using words and phrases using graphic organizers, and phrase walls</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic using L1 support, visuals, and word walls.</li> <li>• Provide a concluding statement or section related to the information or explanation presented using shared writing and graphic organizers.</li> <li>• Create questions and talking points to facilitate discussions after reading required material</li> </ul>	<p>descriptions and directions in the text using Venn Diagrams, and sentence starters.</p> <ul style="list-style-type: none"> <li>• Analyze how the graphics or the media in a multimedia presentation help the reader to understand more about the meaning, tone, or beauty of a text using Venn Diagrams, and sentence starters</li> <li>• Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably using graphic organizers, and templates.</li> <li>• Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably using note cards and graphic organizers</li> <li>• By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–6 text complexity band independently and proficiently using illustrations/drawings, and graphic organizers.</li> <li>• Apply letter-sound knowledge and syllabication patterns to accurately read multisyllabic words in and out of context using adapted texts and word pattern charts.</li> <li>• Demonstrate the ability to decode unknown grade level words by applying letter-sound correspondences, syllabication</li> </ul>
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	<p>word walls and teacher created pattern charts.</p> <ul style="list-style-type: none"> <li>• Speak clearly at an understandable pace when presenting using photographs, picture frames, and word walls.</li> <li>• Report on a topic or text, note cards, sentence frames, and word walls.</li> <li>• Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase using word walls, and think alouds.</li> <li>• Use context clues to determine unknown and multiple-meaning words and phrases based on grade 5 reading and content using think alouds and word walls.</li> <li>• Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses when speaking and writing using verb charts/posters, and word walls</li> <li>• Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses when writing and speaking using posters, language reference sheets, and word banks.</li> <li>• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, that are basic to a particular topic (e.g., wildlife, conservation, and</li> </ul>	<p>using key vocabulary and graphic organizers.</p> <ul style="list-style-type: none"> <li>• Participate in a variety of collaborative discussions and construct questions to demonstrate understanding of topic using speaking protocol, word banks, and word walls.</li> <li>• Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase using word walls, and think alouds.</li> <li>• Use context clues to determine unknown and multiple-meaning words and phrases based on grade 5 reading and content using think alouds and word walls.</li> </ul>	<p>patterns, and morphology (e.g., roots and affixes) to read multisyllabic words in grade 5 text in and out of context using word walls and teacher created pattern charts.</p> <ul style="list-style-type: none"> <li>• Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings, illustrations/diagrams/drawings, and multimedia) when useful to aiding comprehension using technological resources, L1 support, diagrams, and illustrations.</li> <li>• Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic when writing using graphic organizer, word wall, and pair share.</li> <li>• Link ideas within categories of information using words and phrases using graphic organizers, and phrase walls</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic using L1 support, visuals, and word walls.</li> <li>• Provide a concluding statement or section related to the information or explanation presented using shared writing and graphic organizers.</li> <li>• Differentiate between contexts that call for formal English (e.g.,</li> </ul>
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	<p>endangered when discussing animal preservation) L1 text support, bilingual dictionaries, and word walls.</p> <ul style="list-style-type: none"> <li>● Acquire and use grade appropriate general academic and domain specific words using word walls, online resources, and partners.</li> </ul>		<p>presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) using partner work and word wall.</p> <ul style="list-style-type: none"> <li>● Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situations using prompts, video clips/films, and prompts.</li> <li>● Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases using word/picture banks, L1 support, word walls, and bilingual dictionaries.</li> </ul>
Resources:	<ul style="list-style-type: none"> <li>● ESL Teacher's Holiday Activity Book by Elizabeth Claire</li> <li>● Santilliana ESL Levels 4-6</li> <li>● Oxford Picture Dictionary for the Content Area</li> <li>● Google Chromebooks</li> <li>● www.abcteach.com</li> <li>● www.scholastic.com</li> <li>● www.goanimate.com</li> <li>● Time For Kids</li> <li>● Word Study in Action: Words Their Way with English Learners by Pearson</li> </ul>	<ul style="list-style-type: none"> <li>● ESL Teacher's Holiday Activity Book by Elizabeth Claire</li> <li>● All About the USA Longman</li> <li>● United streaming video, The First Thanksgiving</li> <li>● Oxford Picture Dictionary for the Content Area</li> <li>● www.madeinamerica.org</li> <li>● Santilliana ESL Levels 4-6</li> <li>● www.readwritethink.org</li> <li>● www.goanimate.com</li> <li>● Google Chromebooks</li> <li>● http://teacher.scholastic.com/activities/immigration/index.htm</li> <li>● Time for Kids</li> <li>● www.elcivics.com</li> <li>● Word Study in Action: Words Their Way with English Learners</li> </ul>	<ul style="list-style-type: none"> <li>● ESL Teacher's Holiday Activity Book by Elizabeth Claire</li> <li>● All About the USA Longman</li> <li>● Oxford Picture Dictionary for the Content Area</li> <li>● Circle of Gold by Candy Dawson Boyd</li> <li>● Abby Takes a Stand by Patricia C. McKissack</li> <li>● Happy Birthday Martin Luther King by Brian Pinkney</li> <li>● Amelia and Eleanor Go For a Ride by Pam Munoz Ryan</li> <li>● Remember The Ladies: 100 Great American Women by Cheryl Harness</li> <li>● Minty: A Story of Harriet Tubman by Alan Schroeder</li> <li>● Santilliana Levels 4-6</li> </ul>

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		by Pearson	<ul style="list-style-type: none"> <li>● Google Chromebooks</li> <li>● Time For Kids</li> <li>● <a href="http://www.elcivics.com">www.elcivics.com</a></li> <li>● <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>● <a href="http://www.goanimate.com">www.goanimate.com</a></li> <li>● <a href="http://www.readwritethink.org">www.readwritethink.org</a></li> <li>● <a href="http://www.abcteach.com">www.abcteach.com</a></li> </ul> <p>● Word Study in Action: Words Their Way with English Learners by Pearson</p>
Interdisciplinary Connections: (e.g. writing, literacy, math, science, history, 21st century life and careers, technology)	<p><i>English Language Proficiency Standard</i> 1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p><i>English Language Proficiency Standard</i> 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p><i>English Language Proficiency Standard</i> 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</p> <p><i>English Language Proficiency Standard</i> 4: English language learners communicate information, ideas,</p>	<p><i>English Language Proficiency Standard</i> 1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p><i>English Language Proficiency Standard</i> 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p><i>English Language Proficiency Standard</i> 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</p> <p><i>English Language Proficiency Standard</i> 4: English language learners communicate information, ideas,</p>	<p><i>English Language Proficiency Standard</i> 1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p><i>English Language Proficiency Standard</i> 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p><i>English Language Proficiency Standard</i> 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</p> <p><i>English Language Proficiency Standard</i> 4: English language learners communicate information, ideas,</p>

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	<p>and concepts necessary for academic success in the content area of Science.</p> <p><i>English Language Proficiency Standard</i> 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>	<p>and concepts necessary for academic success in the content area of Science.</p> <p><i>English Language Proficiency Standard</i> 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>	<p>and concepts necessary for academic success in the content area of Science.</p> <p><i>English Language Proficiency Standard</i> 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>
<p>Differentiation: (What type of differentiated instruction will be used for ML, SP.ED. and G&amp;T students?)</p>	<p>Differentiation has been integrated into the entire unit via scaffolding techniques as per WIDA standards.</p> <p>Other differentiation activities may include: Modify activities and assessments as per individual students' IEPs</p> <ul style="list-style-type: none"> <li>• Use of visuals</li> <li>• Words banks</li> <li>• Reduced choice on assessments</li> <li>• Preferential seating</li> <li>• Front-loaded notes</li> <li>• Study guides</li> <li>• Choice activities</li> <li>• Manipulatives</li> <li>• Tiered/Scaffolded lessons</li> <li>• Topic selection by interest</li> <li>• Modified time requirements</li> <li>• Modify lesson, assessment and study guide format</li> <li>• Modeling</li> <li>• Modified homework</li> </ul>	<p>Differentiation has been integrated into the entire unit via scaffolding techniques as per WIDA standards</p> <p>Other differentiation activities may include: Modify activities and assessments as per individual students' IEPs</p> <ul style="list-style-type: none"> <li>• Use of visuals</li> <li>• Words banks</li> <li>• Reduced choice on assessments</li> <li>• Preferential seating</li> <li>• Front-loaded notes</li> <li>• Study guides</li> <li>• Choice activities</li> <li>• Manipulatives</li> <li>• Tiered/Scaffolded lessons</li> <li>• Topic selection by interest</li> <li>• Modified time requirements</li> <li>• Modify lesson, assessment and study guide format</li> <li>• Modeling</li> <li>• Modified homework</li> </ul>	<p>Differentiation has been integrated into the entire unit via scaffolding techniques as per WIDA standards.</p> <p>Other differentiation activities may include: Modify activities and assessments as per individual students' IEPs</p> <ul style="list-style-type: none"> <li>• Use of visuals</li> <li>• Words banks</li> <li>• Reduced choice on assessments</li> <li>• Preferential seating</li> <li>• Front-loaded notes</li> <li>• Study guides</li> <li>• Choice activities</li> <li>• Manipulatives</li> <li>• Tiered/Scaffolded lessons</li> <li>• Topic selection by interest</li> <li>• Modified time requirements</li> <li>• Modify lesson, assessment and study guide format</li> <li>• Modeling</li> <li>• Modified homework</li> </ul>

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	Provide enriched curriculum and activities <ul style="list-style-type: none"> <li>• Compact curriculum</li> <li>• Independent projects</li> <li>• Interest centers</li> <li>• Interest groups</li> <li>• Tiered assignments</li> <li>• Flexible skills grouping</li> <li>• Learning centers</li> <li>• High-level questions</li> <li>• Contracts/management plans</li> </ul>	Provide enriched curriculum and activities <ul style="list-style-type: none"> <li>• Compact curriculum</li> <li>• Independent projects</li> <li>• Interest centers</li> <li>• Interest groups</li> <li>• Tiered assignments</li> <li>• Flexible skills grouping</li> <li>• Learning centers</li> <li>• High-level questions</li> <li>• Contracts/management plans</li> </ul>	Provide enriched curriculum and activities <ul style="list-style-type: none"> <li>• Compact curriculum</li> <li>• Independent projects</li> <li>• Interest centers</li> <li>• Interest groups</li> <li>• Tiered assignments</li> <li>• Flexible skills grouping</li> <li>• Learning centers</li> <li>• High-level questions</li> <li>• Contracts/management plans</li> </ul>
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Unit of Study: (Timeframe)	Weather Phenomena 6 Weeks	Transportation 4 Weeks	The Universe/ Inventions 6 Weeks
Learning Outcomes			
Established Goals: NJSLS: <i>(Standards that are only applicable to the unit; include technology and 21st century standards)</i>	NJSLS: SL.PE.4.1, 5.1, 6.1 SL.II.4.2, 5.2, 6.2 SL.PI.4.4, 5.4, 6.4 SL.AS.4.6, 5.6, 6.6  L.WF.4.3 L.WF.4.2, 5.2 L.SS.6.1 L.KL.4.1, 5.1 L.LK.6.2 L.RF.4.3, 5.3 L.RF.4.4, 5.4 L.VL.4.2, 5.2, 6.2 L.VI.4.3, 5.3, 6.3  W.WP.4.4, 5.4, 6.4 W.SE.4.6, 5.6, 6.6	NJSLS: SL.PE.4.1, 5.1, 6.1 SL.II.4.2, 5.2, 6.2 SL.PI.4.4, 5.4, 6.4 SL.AS.4.6, 5.6, 6.6  L.WF.4.3 L.WF.4.2, 5.2 L.SS.6.1 L.KL.4.1, 5.1 L.LK.6.2 L.RF.4.3, 5.3 L.RF.4.4, 5.4 L.VL.4.2, 5.2, 6.2 L.VI.4.3, 5.3, 6.3  W.WP.4.4, 5.4, 6.4 W.SE.4.6, 5.6, 6.6	NJSLS: SL.PE.4.1, 5.1, 6.1 SL.II.4.2, 5.2, 6.2 SL.PI.4.4, 5.4, 6.4 SL.AS.4.6, 5.6, 6.6  L.WF.4.3 L.WF.4.2, 5.2 L.SS.6.1 L.KL.4.1, 5.1 L.LK.6.2 L.RF.4.3, 5.3 L.RF.4.4, 5.4 L.VL.4.2, 5.2, 6.2 L.VI.4.3, 5.3, 6.3  W.WP.4.4, 5.4, 6.4 W.SE.4.6, 5.6, 6.6

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	<p>W.RW.4.7, 5.7, 6.7 W.IW.4.2, 5.2, 6.2</p> <p>RL.CR.4.1, 5.1 RL.MF.4.6, 5.6, 6.6 RI.CT.4.8, 5.8, 6.8 RI.CI.4.2, 5.2, 6.2</p>	<p>W.RW.4.7, 5.7, 6.7 W.IW.4.2, 5.2, 6.2</p> <p>RL.CR.4.1, 5.1 RL.TS.4.4, 5.4, 6.4 RI.CT.4.8, 5.8, 6.8 RI.CI.4.2, 5.2, 6.2</p>	<p>W.RW.4.7, 5.7, 6.7 W.NW.4.3, 5.3, 6.3</p> <p>RL.CR.4.1, 5.1 RI.CI.4.2, 5.2, 6.2 RL.IT.4.3, 5.3, 6.3 RL.MF.4.6, 5.6, 6.6</p>
<p>Enduring Understandings: <i>(What big ideas will students know?)</i></p>	<ul style="list-style-type: none"> <li>• Different weather events, like clouds and severe storms, can have a big impact on our environment and daily lives. By understanding these weather patterns, we can be better prepared for whatever nature brings!</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, writing and speaking about academic subjects requires the ability to process, interpret, organize, and evaluate language, symbols, and text with understanding and fluency.</li> <li>• Transportation has evolved in many ways over time, shaping how people move and connect with each other, and that exploring new modes of transportation can lead to innovative solutions for the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Earth is part of a big solar system, and all the planets, moons, and stars work together in ways that affect life on our planet.</li> <li>• Astronomy helps us learn about the universe, including galaxies and constellations, and why they matter, helping us see how special our place in space really is.</li> <li>• Scientific inventions can make our lives easier, help us solve problems, and change the way we live, showing how creative and curious people can be!</li> </ul>
<p>Essential Questions: <i>(What questions are open-ended, debatable, global and spark critical thinking?)</i></p>	<ol style="list-style-type: none"> <li>1. How do different types of clouds help us predict the weather, and why is it important to understand them?</li> <li>2. What can we do to stay safe and help our communities when severe weather events happen, and how can we prepare for them?</li> </ol>	<ol style="list-style-type: none"> <li>1. Why is it important for you to continually improve your reading, writing, and speaking Skills?</li> <li>2. How have different ways of traveling changed our communities and the world around us?</li> <li>3. Should we always try to find new ways to travel, or should we also work on making the ways we have better?</li> </ol>	<ol style="list-style-type: none"> <li>1. How do the way planets and stars move affect life on Earth and what we know about space?</li> <li>2. How do different cultures see and talk about constellations, and how does that change how we think about the universe?</li> <li>3. Why is studying astronomy important for us, and how does it help us in our daily lives?</li> <li>4. How do inventions from the past still change our lives today, and what can we learn from them for the future?</li> </ol>

Assessment and Evidence			
<p>Assessment &amp; Evidence:  <i>(Through what authentic performance tasks will students demonstrate the desired understandings?) (By what criteria will performances of understanding be judged?)</i></p>	<p>Performance Tasks:</p> <ul style="list-style-type: none"> <li>• Choose an environmental issue and make a T-Chart listing problems and solutions.</li> <li>• Write a paragraph about an environmental issue describing the problem and solution.</li> <li>• Create a google slide presentation about weather and the changing seasons.</li> <li>• Compare and contrast student's life in native countries to their life in the United States using a graphic organizer such as a Venn Diagram.</li> <li>• Orally answer teacher questions and share responses about changes that have occurred in their lives or the environment them.</li> <li>• Read or listen to a nonfiction selection about growth or change. Create a dialogue and re-enact the selection to a teacher or partner.</li> <li>• Create a personal timeline of significant events in his/her life and describe the feelings and emotions during each event.</li> <li>• Create a list of natural disasters and how they changed people's lives.</li> <li>• Read a short fictional selection about a character who survives an extreme weather event and be able to summarize and answer questions regarding the content.</li> </ul>	<p>Performance Tasks:</p> <ul style="list-style-type: none"> <li>• Answer WH-questions.</li> <li>• Describe different types or modes of transportation in pictures.</li> <li>• Select pictures based on descriptions and match words and phrases to pictures.</li> <li>• Label diagrams and pictures based on oral descriptions.</li> <li>• identify parts of a hot-air balloon</li> <li>• compare and contrast different modes of transportation</li> <li>• Match sentence level descriptions to visual representations.</li> <li>• Identify the main idea in a reading selection.</li> <li>• Rewrite and adapt information from a model.</li> <li>• Write a story based on sequential pictures or events.</li> <li>• Classify information in a graphic organizer.</li> <li>• Identify and write definitions for new vocabulary words.</li> <li>• Write a summary of the story/text selection.</li> <li>• Orally respond to questions regarding academic subjects.</li> <li>• Draw conclusions from a passage.</li> <li>• Make predictions from a story about what is going to happen next.</li> <li>• Write an expository essay.</li> <li>• Listen and answer</li> </ul>	<p>Performance Tasks:</p> <ul style="list-style-type: none"> <li>• Create a diagram of the solar system, which includes labels of each planet.</li> <li>• Compare and contrast planets in terms of size and features relative to Earth using comparative and superlative adjectives.</li> <li>• Use future tense expressions(will, going to, planning on...etc) to write about personal goals for the following the school year.</li> <li>• Make a schedule for the following week using different time expressions.</li> <li>• Orally answer teacher questions regarding their plans for the summer.</li> <li>• While reading a fictional selection, use a graphic organizer to make inferences and predictions.</li> <li>• Write a narrative about their life in the future.</li> <li>• Choose a new technological invention and create a Power-Point presentation giving reasons why this will help future society.</li> <li>• Read a nonfiction selection about space exploration and answer comprehension questions.</li> <li>• Create a portfolio reflecting back on the school and setting</li> </ul>

	<ul style="list-style-type: none"> <li>• Choose a fictional selection, and create a character web/analysis of one of the character who showed growth from the beginning to the end of the story.</li> <li>• Identify the cause and effect relationships in nature</li> <li>• Compare and contrast different weather phenomena</li> <li>• Describe severe weather events</li> <li>• Explain weather</li> <li>• Read a non-fictional selection about a hurricane, and answer comprehension questions about it.</li> <li>• Create a Google Slide-show about a severe weather event and present it to the class.</li> <li>• Draw and label the parts of a volcano.</li> <li>• Write a story about a fictional character who lives through a hurricane.</li> <li>• Write a summary of Charlotte's Web.</li> <li>• Orally answer questions from teacher about tornadoes.</li> <li>• Listen to A Bad Case of Stripes by David Shannon, and orally answer questions from the teacher.</li> </ul> <p>Other Evidence: Teacher Observations Student Work Partner Work</p>	<p>comprehension questions to a nonfiction/fiction selection.</p> <ul style="list-style-type: none"> <li>• Venn Diagram comparing and contrasting two stories.</li> <li>• Orally read a fictional/nonfictional selection.</li> </ul> <p>Other Evidence: Teacher Observations Student Work Partner Work Student Writing and Illustrations Comprehension Questions Completion of Teacher Created Materials Teacher Conversations with Students</p>	<p>goals for the future school year.</p> <ul style="list-style-type: none"> <li>• Create a diagram of a new technological invention and all it's parts.</li> <li>• Reading response logs to a fictional piece of literature about a futuristic world.</li> <li>• Google Slide Presentation about impact of new discoveries in space exploration.</li> <li>• Compose a poem about reduce, reuse, recycle.</li> <li>• Write a letter to the mayor of Fairfield describing why people should keep their town clean for future generations.</li> <li>• Explain the main idea of the book, So You Want To Be An Inventor?</li> <li>• Prepare a diorama of the solar system and add another undiscovered planet to it. Present the diorama</li> <li>• Participate in full class, pair, or group discussions.</li> </ul> <p>Other Evidence: Teacher Observations Student Work Partner Work Student Writing and Illustrations Comprehension Questions Completion of Teacher Created Materials Teacher Conversations with Students</p>
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	<p>Student Writing and Illustrations</p> <p>Comprehension Questions</p> <p>Completion of Teacher Created Materials</p> <p>Teacher Conversations with Students</p>		
Learning Plan			
<p>Learning Activities/Content:</p> <p><i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know?)</i></p>	<ul style="list-style-type: none"> <li>• Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase using word walls, and think alouds.</li> <li>• Use context clues to determine unknown and multiple-meaning words and phrases based on grade 5 reading and content using think alouds and word walls.</li> <li>• By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–6 text complexity band independently and proficiently by using teacher support, and native language support.</li> <li>• Apply letter-sound knowledge and syllabication patterns to accurately read multisyllabic words in and out of context using adapted texts and word pattern charts.</li> <li>• Demonstrate the ability to decode unknown grade level words by applying letter-sound</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–6 text complexity band independently and proficiently by using teacher support, and native language support.</li> <li>• Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings, illustrations/diagrams/drawings, and multimedia) when useful to aiding comprehension using technological resources, L1 support, diagrams, and illustrations.</li> <li>• Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic when writing using graphic organizer, word wall, and pair share.</li> <li>• Link ideas within categories of information using words and phrases using graphic organizers, and phrase walls</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–6 text complexity band independently and proficiently by using teacher support, and native language support.</li> <li>• By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–6 text complexity band independently and proficiently using illustrations/drawings, and graphic organizers.</li> <li>• Develop a narrative including an introduction of a narrator and/or characters using shared writing models, L1 support, and sentence frames.</li> <li>• Write to demonstrate clear and coherent writing in which the development and organization are suitable to task, purpose, and audience using a word wall, and outline.</li> <li>• Create a clear and coherent</li> </ul>

	<p>correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read multisyllabic words in grade 5 text in and out of context using word walls and teacher created pattern charts.</p> <ul style="list-style-type: none"> <li>• Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably using graphic organizers, and templates.</li> <li>• Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably using note cards and graphic organizers</li> <li>• By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–6 text complexity band independently and proficiently using illustrations/drawings, and graphic organizers.</li> <li>• With guidance and support from peers and adults, apply all phases of the writing process (planning, revising, and editing) to create a clear and coherent piece of writing using partner work and cloze sentences.</li> <li>• Complete short narrative writing tasks routinely over</li> </ul>	<ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic using L1 support, visuals, and word walls.</li> <li>• Provide a concluding statement or section related to the information or explanation presented using shared writing and graphic organizers.</li> <li>• Create questions and talking points to facilitate discussions after reading required material using key vocabulary and graphic organizers.</li> <li>• Participate in a variety of collaborative discussions and construct questions to demonstrate understanding of topic using speaking protocol, word banks, and word walls.</li> <li>• Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) using partner work and word wall.</li> <li>• Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation using prompts, video clips/films, and prompts.</li> <li>• Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase using word walls, and think alouds.</li> <li>• Use context clues to determine</li> </ul>	<p>writing piece paying specific attention to task, purpose, and audience using a word wall and outline.</p> <ul style="list-style-type: none"> <li>• With guidance and support from peers and adults, apply all phases of the writing process (planning, revising, and editing) to create a clear and coherent piece of writing using partner work and cloze sentences.</li> <li>• Complete short narrative writing tasks routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a variety of discipline-specific time frames, tasks, purposes, and audiences using model responses, word banks, and L1 support.</li> <li>• Produce writing within long (time for research, reflection, and revision) and short time frames (a single sitting or a day or two) in response to fiction and informational text for a range of discipline-specific tasks, purposes, and audiences using model responses, word bank and L1 support.</li> <li>• Create questions and talking points to facilitate discussions after reading required material using key vocabulary and graphic organizers.</li> <li>• Participate in a variety of collaborative discussions and</li> </ul>
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	<p>extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a variety of discipline-specific time frames, tasks, purposes, and audiences using model responses, word banks, and L1 support.</p> <ul style="list-style-type: none"> <li>• Produce writing within long (time for research, reflection, and revision) and short time frames (a single sitting or a day or two) in response to fiction and informational text for a range of discipline-specific tasks, purposes, and audiences using model responses, word bank and L1 support.</li> <li>• Create questions and talking points to facilitate discussions after reading required material using key vocabulary and graphic organizers.</li> <li>• Participate in a variety of collaborative discussions and construct questions to demonstrate understanding of topic using speaking protocol, word banks, and word walls.</li> <li>• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation) L1 text support, bilingual dictionaries,</li> </ul>	<p>unknown and multiple-meaning words and phrases based on grade 5 reading and content using think alouds and word walls.</p> <ul style="list-style-type: none"> <li>• Apply letter-sound knowledge and syllabication patterns to accurately read multisyllabic words in and out of context using adapted texts and word pattern charts.</li> <li>• Demonstrate the ability to decode unknown grade level words by applying letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read multisyllabic words in grade 5 text in and out of context using word walls and teacher created pattern charts.</li> <li>• Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably using graphic organizers, and templates.</li> <li>• Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably using note cards and graphic organizers</li> </ul>	<p>construct questions to demonstrate understanding of the topic using speaking protocol, word banks, and word walls.</p> <ul style="list-style-type: none"> <li>• Apply letter-sound knowledge and syllabication patterns to accurately read multisyllabic words in and out of context using adapted texts and word pattern charts.</li> <li>• Demonstrate the ability to decode unknown grade level words by applying letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read multisyllabic words in grade 5 text in and out of context using word walls and teacher created pattern charts.</li> <li>• Apply context clues to confirm or self-correct word recognition and understanding, rereading as necessary using L1 support, bilingual dictionary, paraphrasing,.</li> <li>• Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase using word walls, and think alouds.</li> <li>• Use context clues to determine unknown and multiple-meaning words and phrases based on grade 5 reading and content using think alouds and word walls.</li> <li>• Acquire and use accurately grade-appropriate general academic and domain-specific</li> </ul>
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	<p>and word walls.</p> <ul style="list-style-type: none"> <li>● Acquire and use grade appropriate general academic and domain specific words using word walls, online resources, and partners.</li> <li>● Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) using partner work and word wall.</li> <li>● Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation using prompts, video clips/films, and prompts.</li> </ul>		<p>words and phrases, that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation) L1 text support, bilingual dictionaries, and word walls.</p> <ul style="list-style-type: none"> <li>● Acquire and use grade appropriate general academic and domain specific words using word walls, online resources, and partners.</li> </ul>
Resources:	<ul style="list-style-type: none"> <li>● ESL Teacher's Holiday Activity Book by Elizabeth Claire</li> <li>● Santillana Levels 4-6</li> <li>● Oxford Picture Dictionary for the Content Area</li> <li>● Side by Side Pearson Longman</li> <li>● Time for Kids</li> <li>● www.abcteach.com</li> <li>● www.scholastic.com</li> <li>● www.goanimates.com</li> <li>● www.readwritethink.org</li> <li>● Charlotte's Web by E.B.White</li> <li>● A Bad Case of Stripes by David Shannon</li> <li>● Hurricanes by Gail Gibbons</li> <li>● Jump Into Science Volcano by Ellen J. Prager</li> <li>● Tornadoes by Shirley Duke</li> <li>● I Took A Walk by Henry Cole</li> </ul>	<ul style="list-style-type: none"> <li>● ESL Teacher's Holiday Activity Book by Elizabeth Claire</li> <li>● Santilliana Levels 4-6</li> <li>● Oxford Picture Dictionary for the Content Area</li> <li>● Time for Kids</li> <li>● Mr. Popper's Penguins by Richard Atwater</li> <li>● Akimbo and The Lions by Alexander McGall Smith</li> <li>● Tales of a Fourth Grade Nothing by Judy Blume</li> <li>● Paper Bag Princess by Robert N. Munsch</li> <li>● Alexander and The Terrible, Horrible, No Good, Very Bad Day by Judith Viorst</li> <li>● Flat Stanley His Original Adventure by Jeff Brown</li> </ul>	<ul style="list-style-type: none"> <li>● ESL Teacher's Holiday Activity Book by Elizabeth Claire</li> <li>● Santillian Levels 4-6</li> <li>● Oxford Picture Dictionary for the Content Area</li> <li>● Time for Kids</li> <li>● Astronauts Today by Rosanna Hansen</li> <li>● Floating in Space by Franklyn Branley and True Kelly</li> <li>● The Magic School Bus: Lost in the Solar System by Joanna Cole, Bruce Degen</li> <li>● Marveltown by Bruce McCall</li> <li>● So You Want to Be An Inventor? By David Small</li> <li>● Side by Side Pearson Longman</li> <li>● www.abcteach.com</li> <li>● www.scholastic.com</li> </ul>

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	<ul style="list-style-type: none"> <li>• Mud Flat April Fool by James Stevenson</li> <li>• Google Chromebooks</li> <li>• Foundations Alphabet cards by Wilson</li> <li>• Word Study in Action: Words Their Way with English Learners by Pearson</li> </ul>	<ul style="list-style-type: none"> <li>• www.scholastic.com</li> <li>• www.goanimates.com</li> <li>• www.readwritethink.org</li> <li>• www.abcteach.com</li> <li>• Google Chromebooks</li> <li>• Foundations Alphabet cards by Wilson</li> <li>• Word Study in Action: Words Their Way with English Learners by Pearson</li> </ul>	<ul style="list-style-type: none"> <li>• www.goanimates.com</li> <li>• www.readwritethink.org</li> <li>• <a href="http://www.thissweetlifeofmine.com/solar-system-unit-study-roundup/">www.thissweetlifeofmine.com/solar-system-unit-study-roundup/</a></li> <li>• <a href="http://www.teacher.scholastic.com/lessonrepro/lessonplans/theme/inventions.htm">www.teacher.scholastic.com/lessonrepro/lessonplans/theme/inventions.htm</a></li> <li>• Google Chromebooks</li> <li>• Foundations Alphabet cards by Wilson</li> <li>• Word Study in Action: Words Their Way with English Learners by Pearson</li> </ul>
Interdisciplinary Connections: (e.g. writing, literacy, math, science, history, 21st century life and careers, technology)	<p><i>English Language Proficiency Standard</i> 1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p><i>English Language Proficiency Standard</i> 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p><i>English Language Proficiency Standard</i> 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content</p>	<p><i>English Language Proficiency Standard</i> 1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p><i>English Language Proficiency Standard</i> 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p><i>English Language Proficiency Standard</i> 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content</p>	<p><i>English Language Proficiency Standard</i> 1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p><i>English Language Proficiency Standard</i> 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p><i>English Language Proficiency Standard</i> 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content</p>

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	<p>area of Mathematics.</p> <p><i>English Language Proficiency Standard</i> 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</p> <p><i>English Language Proficiency Standard</i> 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>	<p>area of Mathematics.</p> <p><i>English Language Proficiency Standard</i> 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</p> <p><i>English Language Proficiency Standard</i> 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>	<p>area of Mathematics.</p> <p><i>English Language Proficiency Standard</i> 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</p> <p><i>English Language Proficiency Standard</i> 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>
<p>Differentiation: (What type of differentiated instruction will be used for ML, SP.ED. and G&amp;T students?)</p>	<p>Differentiation has been integrated into the entire unit via scaffolding techniques as per WIDA standards.</p> <p>Other differentiation activities may include: Modify activities and assessments as per individual students' IEPs</p> <ul style="list-style-type: none"> <li>• Use of visuals</li> <li>• Words banks</li> <li>• Reduced choice on assessments</li> <li>• Preferential seating</li> <li>• Front-loaded notes</li> <li>• Study guides</li> <li>• Choice activities</li> <li>• Manipulatives</li> <li>• Tiered/Scaffolded lessons</li> <li>• Topic selection by interest</li> </ul>	<p>Differentiation has been integrated into the entire unit via scaffolding techniques as per WIDA standards</p> <p>Other differentiation activities may include: Modify activities and assessments as per individual students' IEPs</p> <ul style="list-style-type: none"> <li>• Use of visuals</li> <li>• Words banks</li> <li>• Reduced choice on assessments</li> <li>• Preferential seating</li> <li>• Front-loaded notes</li> <li>• Study guides</li> <li>• Choice activities</li> <li>• Manipulatives</li> <li>• Tiered/Scaffolded lessons</li> <li>• Topic selection by interest</li> </ul>	<p>Differentiation has been integrated into the entire unit via scaffolding techniques as per WIDA standards.</p> <p>Other differentiation activities may include: Modify activities and assessments as per individual students' IEPs</p> <ul style="list-style-type: none"> <li>• Use of visuals</li> <li>• Words banks</li> <li>• Reduced choice on assessments</li> <li>• Preferential seating</li> <li>• Front-loaded notes</li> <li>• Study guides</li> <li>• Choice activities</li> <li>• Manipulatives</li> <li>• Tiered/Scaffolded lessons</li> <li>• Topic selection by interest</li> </ul>

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	<ul style="list-style-type: none"> <li>• Modified time requirements</li> <li>• Modify lesson, assessment and study guide format</li> <li>• Modeling</li> <li>• Modified homework</li> </ul> <p>Provide enriched curriculum and activities</p> <ul style="list-style-type: none"> <li>• Compact curriculum</li> <li>• Independent projects</li> <li>• Interest centers</li> <li>• Interest groups</li> <li>• Tiered assignments</li> <li>• Flexible skills grouping</li> <li>• Learning centers</li> <li>• High-level questions</li> <li>• Contracts/management plans</li> </ul>	<ul style="list-style-type: none"> <li>• Modified time requirements</li> <li>• Modify lesson, assessment and study guide format</li> <li>• Modeling</li> <li>• Modified homework</li> </ul> <p>Provide enriched curriculum and activities</p> <ul style="list-style-type: none"> <li>• Compact curriculum</li> <li>• Independent projects</li> <li>• Interest centers</li> <li>• Interest groups</li> <li>• Tiered assignments</li> <li>• Flexible skills grouping</li> <li>• Learning centers</li> <li>• High-level questions</li> <li>• Contracts/management plans</li> </ul>	<ul style="list-style-type: none"> <li>• Modified time requirements</li> <li>• Modify lesson, assessment and study guide format</li> <li>• Modeling</li> <li>• Modified homework</li> </ul> <p>Provide enriched curriculum and activities</p> <ul style="list-style-type: none"> <li>• Compact curriculum</li> <li>• Independent projects</li> <li>• Interest centers</li> <li>• Interest groups</li> <li>• Tiered assignments</li> <li>• Flexible skills grouping</li> <li>• Learning centers</li> <li>• High-level questions</li> <li>• Contracts/management plans</li> </ul>
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