BURCH CHARTER SCHOOL OF EXCELLENCE

2020-2021

English as a Second Language Curriculum - First Grade

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards at all grade levels;
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21st century world; In ensuring that the district has a well-trained, highly qualified and competent staff; In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

PACING CHART

Unit	Time Frame
1	27-29 days
2	27-29 days
3	27-29 days
4	27-29 days
5	26-27 days
6	26-27 days
Total Days	**160-170 days**

Performance Definitions for the levels of English language proficiency

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

Level	Definition
6 **Reaching**	• specialized or technical language reflective of the content area at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to proficient English peers
5 **Bridging**	• the technical language of the content areas; • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; • oral or written language approaching comparability to that of English proficient peers when presented with grade level material
4 **Expanding**	• specific and some technical language of the content areas; • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; • oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
3 **Developing**	• general and some specific language of the content areas; • expanded sentences in oral interaction or written paragraphs; • oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support
2 **Beginning**	• general language related to the content areas; • phrases or short sentences; • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
1 **Entering**	• pictorial or graphic representation of the language of the content areas; • words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support

Language development supports for English language learner to increase comprehension and communication skills used as a guide in the classroom and during instruction planning.

Environment	

• Welcoming and stress-free
• Respectful of linguistic and cultural diversity
• Honors students' background knowledge
• Sets clear and high expectations
• Includes routines and norms
• Is thinking-focused vs. answer-seeking
• Offers multiple modalities to engage in content learning and to demonstrate understanding
• Includes explicit instruction of specific language targets
• Provides participation techniques to include all learners
	• Integrates learning centers and games in a meaningful way
	• Provides opportunities to practice and refine receptive and productive skills in English as a new language
	• Integrates meaning and purposeful tasks/activities that:
	  o Are accessible by all students through multiple entry points
	  o Are relevant to students' lives and cultural experiences
	  o Build on prior mathematical learning
	  o Demonstrate high cognitive demand
	  o Offer multiple strategies for solutions
	  o Allow for a language learning experience in addition to content

Sensory Supports*	Graphic Supports*	Interactive Supports*	Verbal and Textual Supports
• Real-life objects (realia) or concrete objects • Physical models • Manipulatives • Pictures & photographs • Visual representations or models such as diagrams or drawings • Videos & films • Newspapers or magazines • Gestures • Physical movements • Music & songs	• Graphs • Charts • Timelines • Number lines • Graphic organizers • Graphing paper	• In a whole group • In a small group • With a partner such as *Turn-and-Talk* • In pairs as a group (first, two pairs work independently, then they form a group of four) • In triads • Cooperative learning structures such as *Think-Pair-Share* • Interactive websites or software • With a mentor or coach	• Labeling • Students' native language • Modeling • Repetitions • Paraphrasing • Summarizing • Guiding questions • Clarifying questions • Probing questions • Leveled questions such as *What? When? Where? How? Why?* • Questioning prompts & cues • Word Banks • Sentence starters • Sentence frames • Discussion frames • Talk moves, including *Wait Time*

WIDA PERFORMANCE DEFINITIONS – LISTENING AND READING

Within sociocultural contexts for processing language...

Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**

Level 6 - Reaching

English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 5 Bridging	• Rich descriptive discourse with complex sentences • Cohesive and organized, related ideas across content areas	• A variety of complex grammatical structures • Sentence patterns characteristic of particular content areas	• Technical and abstract content-area language • Words and expressions with shades of meaning across content areas
Level 4 Expanding	• Connected discourse with a variety of sentences • Expanded related ideas characteristic of particular content areas	• Complex grammatical structures • A broad range of sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words or expressions with multiple meanings across content areas
Level 3 Developing	• Discourse with a series of extended sentences • Related ideas specific to particular content areas	• Compound and some complex grammatical constructions • Sentence patterns across content areas	• Specific content-area language and expressions • Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	• Multiple related simple sentences • An idea with details	• Compound grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions, including cognates • Social and instructional words and expressions across content areas
Level 1 Entering	• Single statements or questions • An idea within words, phrases, or chunks of language	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns	• General content-related words • Everyday social, instructional and some content-related words and phrases

WIDA PERFORMANCE DEFINITIONS – SPEAKING AND WRITING

Within sociocultural contexts for language use...

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**

Level 6 - Reaching

English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 5 Bridging	• Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas characteristic of particular content areas	• A variety of complex grammatical structures matched to purpose • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language, including content-specific collocations • Words and expressions with precise meaning across content areas
Level 4 Expanding	• Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion characteristic of particular content areas	• Compound and complex grammatical structures • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	• Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas across content areas	• Simple and compound grammatical structures with occasional variation • Sentence patterns across content areas	• Specific content language, including cognates and expressions • Words or expressions with multiple meanings used across content areas
Level 2 Emerging	• Phrases or short sentences • Emerging expression of ideas	• Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions • Social and instructional words and expressions across content areas
Level 1 Entering	• Words, phrases, or chunks of language • Single words used to represent ideas	• Phrase-level grammatical structures • Phrasal patterns associated with familiar social and instructional situations	• General content-related words • Everyday social and instructional words and expressions

Educational Technology

Indicators: 8.1.2.A.2, 8.1.2.A.4, 8.1.2.B.1

- Create a document using a word processing application. (Unit 3)
- Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). (Unit 1, Unit 2, Unit 6)
- Illustrate and communicate original ideas and stories using multiple digital tools and resources. (Unit 4, Unit 5)

21st Century Life and Careers Skills

Indicators: 9.2.4.A.2, 9.2.4.A.4

- Identify various life roles and civic and work-related activities in the school, home, and community. (Unit 6)
- Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. (Unit 1, Unit 2, Unit 3, Unit 4, Unit 5)

Career Ready Practices

Indicators: CRP2, CRP4, CRP8, CRP11

- Apply appropriate academic and technical skills. (Units 5, 6)
- Communicate clearly and effectively and with reason. (Units 1, 2, 3, 4, 5)
- Utilize critical thinking to make sense of problems and persevere in solving them. (Units 5, 6)
- Use technology to enhance productivity. (Units 4, 5)

Grade: First	**Content:** English as a Second Language	
Unit 1		**Time Frame:** 27-29 days
Grade 1 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language **WIDA ELP Standard 2-Language of Language Arts**		
New Jersey Student Learning Standards: RL-1.1, 1.2, 1.4, 1.7, 1.10 RI- 1.1, 1.2, 1.5, 1.7, 1.9 RF- 1.1a, 1.2b-d, 1.3b, 1.3f, 1.3g, 1.4a-c W- 1.3, 1.5, 1.7, 1.8 L- 1.1a-e, 1.2d-e, 1.5a, 1.5c, 1.6 SL- 1.1a-c, 1.2-1.6		**NJSLA-ELA Connection:** Short constructed responses to text-dependent questions by citing text evidence and using transitional phrases.

Essential Questions	Skills	Resources
Reading: *What strategies can readers utilize to comprehend text?*	☐ Identify main idea and details. ☐ Summarize important events in a story. ☐ Read and comprehend text. ☐ Use information from illustrations to demonstrate understanding. ☐ Compare and contrast texts on the same topic. ☐ Use pictures and rhyme to understand simple poems. ☐ Use clues in words and pictures (text evidence) to find out about characters in a story. Identify characteristics of realistic fiction. ☐ Identify illustrations that show people doing real life activities. ☐ Use a chart to learn new information. ☐ Identify the characteristics of various genres ☐ Utilize text features such as photos, maps, drawings and labels to ☐	**Fiction** *What Is a Pal?* *Curious George at School* *City Mouse and Country Mouse* *Gus Takes the Train* **Non-fiction** *Friends Forever;* *Friendship The Storm* *Storms!* *School Long Ago* *Lucia's Neighborhood* *At the Zoo* **Poetry**
	explain a topic. Ask questions while reading to aid comprehension. Identify key elements of fables: story lesson and moral. Understand story structure and describe the characters, setting, and major events. ☐ Analyze and evaluate a story to aid comprehension. ☐ ☐ ☐	*Damon & Blue; Wait for Me; Jambo* **Guided Reading Resources:** Scholastic Library Books Journeys' Guided Reading Texts

Essential Questions	Skills	Resources
Writing: *What strategies do writers utilize when they write narratives?*	☐ Generate ideas by thinking about the world around them, ☐ Add details and labels to illustrations ☐ Use names in their writing ☐ Utilize captions to give details about what is happening ☐ Add details to their writing to make it more interesting ☐ Spell by stretching out each word listening for all the sounds and recording what they hear ☐ Maintain focus throughout the narrative ☐ Utilize punctuation to enhance the audience's understanding of their piece	Proofreading Checklist, Writing Conference Form, Writing Checklist
Essential Questions	**Skills**	**Resources**
Language/Foundational Skills: *How are sounds represented by letters?* *How do sounds help me read?*	☐ Identify sounds of primary consonants and short vowels Name and write corresponding letter(s) when given sounds for consonants and short vowels ☐ Segment syllables into sounds (phonemes) ☐ Utilize phoneme awareness to spell untaught words ☐ Read and spell high frequency words including trick words ☐ Apply correct punctuation (period, question mark, exclamation point ☐ Apply capitalization rules for beginning of sentences and names of people ☐ Retell key details of a fictional story and demonstrate	**Fundations:** Teacher Materials: • Echo and Baby Echo • Large Sound Cards • Standard Sound Cards • Large Letter Formation Grid • Basic Keywords Poster • Letter Formation Poster/Guide • Vowel Extension Poster • Activity Cue Card • Student Notebook

understanding		• Word of the Day Cards • Trick Word Flashcards <u>Student</u> <u>Materials:</u> • Student Notebook • Dry Erase Writing Tablet • Fundations Letter Board with Magnetic Tiles

Exemplary ESL instruction should focus on communication. Areas of vocabulary development, sentence level communication, and discourse should be taught concurrently, not in isolation. WIDA suggests that at the end of each level, the English Learner (EL) should be able to accomplish the following:

Level	Discourse Level	Sentence Level	Word/Phrase Level
Entering – Level 1	• Single words • Phrases/chunks of language	• Phrase level grammatical structures • Phrasal patterns associated with common social and instructional situations	• Content related words • Social and instructional works and expressions
Emerging – Level 2	• Phrases or short sentences • Expression of ideas	• Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions • Social and instructional words and expressions across content areas
Developing – Level 3	• Some expanded sentences with emerging complexity • Expanded expression of one idea or multiple related ideas	• Sentence patterns across content areas • Repetitive grammatical structures	• Specific content language • Words or expressions with multiple meanings
Expanding – Level 4	• Some complex sentences • Organized expression of ideas with emerging cohesion	• A variety of grammatical structures • Sentence patterns characteristic of content areas	• Specific content area languages • Words and expressions with expressive meaning through the use of idioms and collocations
Bridging – Level 5	• Multiple complex sentences • Cohesiveness and coherency	• Grammatical structures matched to purpose • Broad range of sentences patterns characteristic of particular content areas	• Technical and abstract content area language including content specific collocations • Connotations of meaning across content areas

2012 Amplification of the English Language Development Standards: University of Wisconsin Systems, Madison Wisconsin, 2012.http://www.wida.us/standards/CAN_DOs/

Vocabulary	Resources	Assessments/Projects
Target Vocabulary: excellent, suddenly, miss, invitation, ruin, beautiful, bandits, chattered, brave, ears, still, steady, apart, worried, sneaked, crept, snout, proud, canvas, important, rhythm, combinations, row, ease, subways, space, alleys, ferry, dash, sealed	☐ Houghton Mifflin Harcourt Journeys Text ☐ Houghton Mifflin Harcourt Journeys Big Books ☐ Houghton Mifflin Harcourt Moving into English	**Formative Assessment** • ELA SGO Assessment • Foundational Reading Assessment • Weekly Test • DRA 2 • Journey's Progress Monitoring Assessment • Fundations Unit Assessments **Summative Assessment** • Unit Assessment **Alternative Assessment** • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan. • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	**Enrichment, Gifted, & Talented**	
• ☐ ☐ Extra time for assigned task Adjust length of assignment • ☐ Repeat, clarify, or reword directions Short manageable tasks Small group instruction	• Independent Reading & Writing Projects • Challenging reading materials • Utilize technology to demonstrate understanding of a text	**1.3.2.D.5** Work in groups to create a simple classroom map and create a map key.

Differentiated Instruction		
ELL		
Level 1-Entering	**Level 2-Emerging**	**Level 3-Developing**
☐ Name people or objects shown on illustrated covers of fictional stories and have students repeat after you. ☐ Sequence a series of pictures to tell stories. ☐ Act out vocabulary words ☐ Ask yes or no questions (i.e. Is this a question, Does this…?) ☐ Use "point to", "circle", "find", "show me", "draw", "match". ☐ Use visuals such as pictures, gestures, and pointing. ☐ Use a student buddy, if possible someone with the same language.	☐ Describe people or objects in titles and illustrated covers of fictional stories with a partner. ☐ Match a series of pictures that tell stories with sequence words (e.g. "first", "then", "last"). • ☐ ☐ Choral Reading • ☐ Act out vocabulary words Show pictures or words to choose from in response to a question Pictorial Retell ☐ Use bilingual picture dictionary and have students create personal illustrated dictionaries. Use a student buddy, if possible someone with the same language.	• Predict ideas in storylines based on titles and illustrated covers of fictional stories and share with a partner. • Select titles that correspond to a sequence of pictures. • Ask questions with 1-3 word answers. • Ask questions with an either/or option. • Ask students to list, name, tell, which, categorize, draw, label, or create. • Provide sentence frames.

Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
• Make up the beginning of storylines based on titles and illustrated covers of fictional stories and share with a partner.	• Connect storylines to personal experiences based on titles and illustrated covers of fictional stories.	• Connect storylines to personal experiences based on titles and illustrated covers of fictional stories. • As student to tell "Why do you think….?" or "What
• Sequence a series of sentences to related pictures. • Ask student to tell about, describe, explain. • Encourage students to use full sentences when identifying main ideas and details in illustrated texts. • Make modifications to assignments and tests, so the student will not be overwhelmed.	• Sequence short paragraphs to tell stories. • Ask how and why questions. • Ask student to tell "what would happen if questions, Tell me as much as you can about…." • Give the student a list of target words for each unit of study.	• would you recommend?" Make modifications to assignments and tests as • necessary. Students should have a list of target words for each unit of study.

Differentiated Instruction	
Special Education	**504**
▢ ▢ Simpler texts to practice a skill. ▢ Anchor Charts ▢ Reread stories multiple times. ▢ Provide text on individual reading levels. ▢ Read the text aloud. ▢ Extra time for assigned tasks ▢ Provide a warning for transitions ▢ Buddy students with peers ▢ Provide immediate feedback ▢ Visual and verbal reminders	• Brainstorm character traits for a shared character. • Word Webs • Shorter reading passages to identify main idea and details • Graphic organizer with story structure • Adjust length of assignment • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Grade: First	**Content:** English as a Second Language
Unit 2	**Time Frame:** 27-29 days

Grade 1 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language **WIDA ELP Standard 2-Language of Language Arts**	

New Jersey Student Learning Standards: RL- 1.1, 1.2, 1.4, 1.7 RI- 1.9 RF- 1.1a, 1.2b-d, 1.3a, 1.3g, 1.4a-b W-1.2, 1.5, 1.6, 1.7 L- 1.1f, 1.2d, 1.4a, 1.5d, 1.6 SL- 1.1b-c, 1.2, 1.6	**NJSLA-ELA Connection:** Short constructed responses to text-dependent questions by citing text evidence and using transitional phrases.

Essential Questions	**Skills**	**Resources**
Reading: *How do readers analyze character's words and actions to understand them better?* *How do readers understand a story message using fables?* *How do readers understand characteristics of a fairy tale?*	☐ Use illustrations and details in the story to describe its characters, settings or events ☐ Summarize important events in a story. ☐ Understand characteristics of fables. ☐ Use information from illustrations to demonstrate understanding. ☐ Compare and contrast texts on the same topic. ☐ Analyze life lessons using fables. ☐ Identify main idea of a selection and the details that support it. ☐ Use information from texts to gather facts on a specific topic. ☐ Use a chart to learn new information. ☐ Define and utilize text and graphic features. ☐ Identify characteristics of various genres ☐ Identify alliteration, rhyme and rhythm in poems written by specific authors. ☐ Describe characters, setting and major events (plot) in a story. Analyze and evaluate a story to aid comprehension.	**Fiction** *Jack and the Wolf* *The Three Little Pigs* *A Musical Day* *A Cupcake Party* **Non-fiction:** *How Animals Communicate* *Insect Messages* *Drums* **Guided Reading Resources:** Scholastic Library Books Journeys' Guided Reading Texts

Essential Questions	Skills	Resources
How can our writing teach others?	☐ Generate ideas by listing what they know how to do well ☐ Utilize transitional and sequential words to show order ☐ Give a sequence of instructions that are clear ☐ Consider their audience when drafting ☐ Read their writing out loud to check for clarity ☐ Add clear and precise pictures and words to each step of their writing ☐ Utilize and include text features to enhance understanding for their reader ☐ Include a proper introduction and closing to their writing ☐ Utilize adjectives in their writing ☐ Use conventional spelling for words with common spelling patterns and for ☐ frequently occurring irregular words.	Proofreading Checklist, Writing Conference Form, Writing Checklist
Essential Questions	Skills	Resources
How do letter patterns help me learn to read words I do not know?	☐ Segment syllables into sounds (phonemes) ☐ Identify word structures such as diagraphs ☐ Read and spell CVC, CCVC, CVCC, CCVCC words ☐ Apply capitalization rules for beginning of sentences and names of people ☐ Explain narrative story structure including characters, setting, and main ideas ☐ Use illustrations and/or details in a story to describe its characters, settings, and events ☐ Read controlled stories with fluency, expression, and understanding	**Fundations Stories and Recommended Resources/Stories** Cod Fish The Big Mess Pam and Dan **Fundations:** Teacher Materials: • **Echo and Baby Echo** • **Large Sound Cards** • **Standard Sound Cards** • **Large Dictation Grid** • **Letter Formation Poster/Guide** • **Vowel Extension Poster** • **Word of the Day Cards** • **Trick Word Flashcards**

		• **Sentence Frames** • **Chart Paper** <u>Student Materials:</u> • **Student Notebook** • **Dry Erase Writing Tablet** • **Fundations Letter Board with Magnetic Tiles**

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Expanding – Level 4	• Some complex sentences • Organized expression of ideas with emerging cohesion	• A variety of grammatical structures • Sentence patterns characteristic of content areas	• Specific content area languages • Words and expressions with expressive meaning through the use of idioms and collocations
Bridging – Level 5	• Multiple complex sentences • Cohesiveness and coherency	• Grammatical structures matched to purpose • Broad range of sentences patterns characteristic of particular content areas	• Technical and abstract content area language including content specific collocations • Connotations of meaning across content areas

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Vocabulary	Resources	Assessments/Projects
Target Vocabulary: figure, tossed, clang, fault, plenty, jumbled, creek, warn, crowd, agreement, discussed, bills, faraway, village, crisp, smudge, peeked, edges, yanking, awake, trip, try, twice, wonder, forest, pouches, enemies, predators, hibernate, must	☐ Houghton Mifflin Harcourt Journeys Text ☐ Houghton Mifflin Harcourt Journeys Big Books ☐ Houghton Mifflin Harcourt Moving into English	**Formative Assessment** • Weekly Test • DRA 2 • Journey's Progress Monitoring Assessment • Fundations Unit Assessments **Summative Assessment** • Unit Assessment **Alternative Assessment** • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan. • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	**Enrichment, Gifted, & Talented**	
• Extra time for assigned task • Adjust length of assignment • Repeat, clarify, or reword directions • Short manageable tasks • Small group instruction	☐ Independent Reading & Writing Projects ☐ Challenging reading materials ☐ Utilize technology to demonstrate understanding of a text	**1.3.2.D.4** After reading the text "*From Seed to Pumpkin",* illustrate the life cycle of a seed to a plant.

Differentiated Instruction		
ELL		
Level 1-Entering	**Level 2-Emerging**	**Level 3-Developing**
- Read through a text and name one character, use one word to describe a character. Have students select from a list of words to describe a character. - Name people or objects shown on illustrated covers of fictional stories and have students repeat after you. - Sequence a series of pictures to tell stories. - Act out vocabulary words - Ask yes or no questions (i.e. Is this a question, Does this…?) - Use "point to", "circle", "find", "show me", "draw", "match". - Use visuals such as pictures, gestures, and pointing. - Use a student buddy, if possible someone with the same language.	- Read through a text and name one character, use one word to describe a character. Have students select from a list of words to describe a character. Students can use one word to describe a character. - Describe people or objects in titles and illustrated covers of fictional stories with a partner. - Match a series of pictures that tell stories with sequence words (e.g. "first", "then", "last"). - Choral Reading - Act out vocabulary words - Show pictures or words to choose from in response to a question - Pictorial Retell - Use bilingual picture dictionary and have students create personal illustrated dictionaries. - Use a student buddy, if possible someone with the same language.	- Work in small groups and have students identify one character and tell a word or phrase something about the character. - Predict ideas in storylines based on titles and illustrated covers of fictional stories and share with a partner. - Select titles that correspond to a sequence of pictures. - Ask questions with 1-3 word answers. - Ask questions with an either/or option. - Ask students to list, name, tell, which, categorize, draw, label, or create. - Provide sentence frames.
Level 4-Expanding	**Level 5-Bridging**	**Level 6-Reaching**

• Have partners choose two characters from the story and tell a word or phrase about the characters' feelings and actions. • Make up the beginning of storylines based on titles and illustrated covers of fictional stories and share with a partner. • Sequence a series of sentences to related pictures.	• Work in partnerships to have students use phrases and simple sentences to describe the characters' feelings and actions. • Connect storylines to personal experiences based on titles and illustrated covers of fictional stories. • Sequence short paragraphs to tell stories. • Ask how and why questions.	• Explain a characters' feelings and actions. • Connect storylines to personal experiences based on titles and illustrated covers of fictional stories. • As student to tell "Why do you think….?" or "What would you recommend?" • Make modifications to assignments and tests as necessary. • Students should have a list of target words for each
• Ask student to tell about, describe, explain. • Encourage students to use full sentences when identifying main ideas and details in illustrated texts. • Make modifications to assignments and tests, so the student will not be overwhelmed.	• Ask student to tell "what would happen if questions, Tell me as much as you can about…." • Give the student a list of target words for each unit of study.	unit of study.

Differentiated Instruction	
Special Education	**504**
• ⬜⬜⬜ ⬜⬜⬜ • ⬜⬜ Choral Read Class Word Web with main idea in the middle Simpler texts to practice a skill. Anchor Charts Reread stories multiple times. Provide text on individual reading levels. Extra time for assigned tasks Provide a warning for transitions Buddy students with peers Provide immediate feedback Visual and verbal reminders	• Brainstorm character traits for a shared character. • Word Webs • Shorter reading passages to identify main idea and details • Graphic organizer with story structure • Adjust length of assignment • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback

Grade: First	Content: English as a Second Language
Unit 3	Time Frame: 27-29 days
Grade 1 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language WIDA ELP Standard 2-Language of Language Arts	
New Jersey Student Learning Standards: RL-1.1-1.5, 1.7, 1.9 RI- 1.1, 1.3, 1.5, 1.8-1.10 RF- 1.2b. 1.2d, 1,3a, 1,4a W- 1.1, 1.5, 1.6, 1.8 L- 1.1a-c, 1.1e, 1.1h, 1.2a, 1.2d, 1.4b-c, 1.5a, 1.6 SL- 1.1a-c, 1.2, 1.4-1.6	NJSLA-ELA Connection: Short constructed responses to text-dependent questions by citing text evidence and using transitional phrases.

Essential Questions	Skills	Resources
	information.	Journeys' Guided Reading Texts

Essential Questions	Skills	Resources
Writing: *How does a strong writer express ideas and opinions about books?*	☐ Generate lists of favorite books. ☐ State their opinion and reasons for their opinion ☐ Provide closure for their writing ☐ Use checklists to make sure their writing is as strong as it can be ☐ Use the title of the book in their opinion ☐ Ensure that all upper and lower case letters are printed properly ☐ Use common, proper, and possessive nouns appropriately ☐ Use singular and plural nouns with matching verbs basic sentences ☐ Write complete sentences with correct punctuation ☐	Create a model book review as a class off of a common read aloud. This would take one to two weeks, including picking the text, rereading, and creating a mentor review. If needed, week two can be a shared writing piece, with the third week and fourth week leading to independent student writing. Proofreading Checklist, Writing Conference Form, Writing Checklist

Language/Foundational Skills:		Fundations Stories and Recommended Resources/Stories

How do letter patterns help me learn to read words I do not know?	☐ Segment syllables into sounds (phonemes)
	☐ Name sounds of primary consonants, consonant diagraphs, and short vowels when given letters
	☐ Name and write corresponding letter(s) when given sounds Use conventional spelling for words with common spelling patterns
	☐ and for frequently occurring irregular words
	☐ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
	☐ Read and spell CVC, CCVC, CVCC, CCVCC words
	☐ Read and spell words with –s
	☐ Apply correct punctuation
	☐ Apply capitalization rules for beginning of sentences and names of people
	☐ Explain major differences between fictional stories and narrative text
	☐ Use illustrations and/or details in a story to describe its characters, setting, and events
		Mack and Bugs
		King Sam
		
		Fundations:
		Teacher Materials:
		   • **Echo and Baby Echo**
		   • **Large Sound Cards**
		   • **Standard Sound Cards**
		   • **Large Dictation Grid**
		   • **Letter Formation Poster/Guide**
		   • **Vowel Extension Poster**
		   • **Word of the Day Cards**
		   • **Trick Word Flashcards**
		   • **Sentence Frames**
		   • **Chart Paper**

	☐ Read with accuracy and prosody
	☐ Read and spell words with –s suffix when added to non-changing base words
	☐ Understand vowels combined with ng or nk are glued sounds rather than segmented
		• **Suffix Frames** Student Materials:
		   • **Student Notebook**
		   • **Student Composition Book**
		   • **Dry Erase Writing Tablet**
		   • **Fundations Letter Board with Magnetic Tiles**

Exemplary ESL instruction should focus on communication. Areas of vocabulary development, sentence level communication, and discourse should be taught concurrently, not in isolation. WIDA suggests that at the end of each level, the English Learner (EL) should be able to accomplish the following:

Level	Discourse Level	Sentence Level	Word/Phrase Level
Entering – Level 1	• Single words • Phrases/chunks of language	• Phrase level grammatical structures • Phrasal patterns associated with common social and instructional situations	• Content related words • Social and instructional works and expressions
Emerging – Level 2	• Phrases or short sentences • Expression of ideas	• Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions • Social and instructional words and expressions across content areas
Developing – Level 3	• Some expanded sentences with emerging complexity • Expanded expression of one idea or multiple related ideas	• Sentence patterns across content areas • Repetitive grammatical structures	• Specific content language • Words or expressions with multiple meanings
Expanding – Level 4	• Some complex sentences • Organized expression of ideas with emerging cohesion	• A variety of grammatical structures • Sentence patterns characteristic of content areas	• Specific content area languages • Words and expressions with expressive meaning through the use of idioms and collocations
Bridging – Level 5	• Multiple complex sentences • Cohesiveness and coherency	• Grammatical structures matched to purpose • Broad range of sentences patterns characteristic of particular content areas	• Technical and abstract content area language including content specific collocations • Connotations of meaning across content areas

2012 Amplification of the English Language Development Standards: University of Wisconsin Systems, Madison Wisconsin, 2012.http://www.wida.us/standards/CAN_DOs/

Vocabulary	Resources	Assessments/Projects
Target Vocabulary: strict, practice, companions, gracefully, exchange, portions, view, frisky, adventure, shivered, tumbled, spied, vines, plow, burst, glows, bouquet, shrivel, habitat, mainly, search, howl, stems, cactus, sensitive, threatened, alert, scale, directions, swivel	▢ Houghton Mifflin Harcourt Journeys Text ▢ Houghton Mifflin Harcourt Journeys Big Books ▢ Houghton Mifflin Harcourt Moving into English	**Formative Assessment** • ELA SGO Assessment • Weekly Test • DRA 2 • Journey's Progress Monitoring Assessment • Fundations Unit Assessments • Foundational Reading Assessment **Summative Assessment** • Unit Assessment **Alternative Assessment** • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan. • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	**Enrichment, Gifted, & Talented**	
• ▢ ▢ Extra time for assigned task Adjust length of assignment • ▢ Repeat, clarify, or reword directions Short manageable tasks Small group instruction	• Independent Reading & Writing Projects • Challenging reading materials • Utilize technology to demonstrate understanding of a text	**1-LS3-1** In partnerships, research an animal and present how it is similar to but not exactly like their parent.

Differentiated Instruction		
ELL		
Level 1-Entering	**Level 2-Emerging**	**Level 3-Developing**
- Read through a text and name one character, use one word to describe a character. Have students select from a list of words to describe a character. - Name people or objects shown on illustrated covers of fictional stories and have students repeat after you. - Sequence a series of pictures to tell stories. - Act out vocabulary words - Ask yes or no questions (i.e. Is this a question, Does this…?) - Use "point to", "circle", "find", "show me", "draw", "match". - Use visuals such as pictures, gestures, and pointing. - Use a student buddy, if possible someone with the same language.	- Read through a text and name one character, use one word to describe a character. Have students select from a list of words to describe a character. Students can use one word to describe a character. - Describe people or objects in titles and illustrated covers of fictional stories with a partner. - Match a series of pictures that tell stories with sequence words (e.g. "first", "then", "last"). - Choral Reading - Act out vocabulary words - Show pictures or words to choose from in response to a question - Pictorial Retell - Use bilingual picture dictionary and have students create personal illustrated dictionaries. - Use a student buddy, if possible someone with the same language.	- Work in small groups and have students identify one character and tell a word or phrase something about the character. - Predict ideas in storylines based on titles and illustrated covers of fictional stories and share with a partner. - Select titles that correspond to a sequence of pictures. - Ask questions with 1-3 word answers. - Ask questions with an either/or option. - Ask students to list, name, tell, which, categorize, draw, label, or create. - Provide sentence frames.

Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
- Have partners choose two characters from the story and tell a word or phrase about the characters' feelings and actions. - Make up the beginning of storylines based on titles and illustrated covers of fictional stories and share with a partner. - Sequence a series of sentences to related pictures. - Ask student to tell about, describe, explain. - Encourage students to use full sentences when identifying main ideas and details in illustrated texts. - Make modifications to assignments and tests, so the student will not be overwhelmed.	- Work in partnerships to have students use phrases and simple sentences to describe the characters' feelings and actions. - Connect storylines to personal experiences based on titles and illustrated covers of fictional stories. - Sequence short paragraphs to tell stories. - Ask how and why questions. - Ask student to tell "what would happen if questions, Tell me as much as you can about…." - Give the student a list of target words for each unit of study.	- Explain a characters' feelings and actions. - Connect storylines to personal experiences based on titles and illustrated covers of fictional stories. - As student to tell "Why do you think….?" or "What would you recommend?" - Make modifications to assignments and tests as necessary. - Students should have a list of target words for each unit of study.

Different ated Instruction	
Special Education	504

Grade: First	Content: English as a Second Language
Unit 4	Time Frame: 27-29 days

Grade 1 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language
WIDA ELP Standard 2-Language of Language Arts

New Jersey Student Learning Standards:	NJSLA-ELA Connection:
RL-1.1, 1.2, 1.4, 1.6, 1.9 RI- 1.1-1.5, 1.7-1.10 RF- 1.2a-d, 1.4a-b W-1.3, 1.5, 1.6. 1.8 L- 1.1a, 1.1c, 1.1i, 1.1e, 1.1g, 1.1j, 1.2a, 1.2c-d, 1.4a, 1.5b, 1.5d, 1.6 SL- 1.1a-b, 1.2-1.6	Short constructed responses to text-dependent questions by citing text evidence and using transitional phrases.

Essential Questions	Skills	Resources
Reading: *How do readers learn from nonfiction text?*	- Identify how a story web will help identify main idea and details to see how information in a text tells about the topic. - Summarize important events in a story. - Differentiate main idea and supporting details. - Identify characteristics of various genres. - Compare and contrast texts and/or characters - Understand how an informational text provides new facts on a topic. - Use a map and key to gain for information. - Identify dialogue in a story as a character speaking. - Retell facts from text in the order in which things happen. - Utilize a timeline to summarize a person's life - Analyze and evaluate a cause/effect relationship using story events.	**Fiction** *The Big Trip* *Days with Frog and Toad* *Little Rabbit's Tale* **Non-Fiction** *Let's Go to the Moon* *Mae Jemison* *Lewis and Clark's Big Trip* *Measuring Weather* *Tomas Rivera* *Life Then and Now* **Poetry:** *Silly Poems* **Guided Reading Resources:** **S**cholastic Library Books

	Use quotation marks and character voice to read dialogue.	Journeys' Guided Reading Texts
Essential Questions	**Skills**	**Resources**
Writing: *How do writers use personal experiences to craft personal narrative stories?*	☐ Generate ideas based off of real life experiences ☐ Maintain focus throughout the beginning, middle and end ☐ Incorporate details throughout all parts of the story in pictures and words ☐ Properly introduce and end the story ☐ Use labels and words to give details ☐ Use what they know about words to help them spell ☐ Utilize capital letters and ending punctuation appropriately ☐ Publish their story digitally with pictures ☐	Proofreading Checklist, Writing Conference Form, Writing Checklist
Essential Questions	**Skills**	**Resources**
	☐ characters, setting, and events ☐ Read with accuracy and prosody Read and spell words with –s, -ed, -ing suffixes when added to non-changing base words ☐ Understand vowels combined with ng or nk are glued sounds rather than segmented ☐ Understand and name sound for r-controlled sounds ☐ Visually recognize a closed syllable ☐ Segment and blend up to five sounds	• **Trick Word Flashcards** • **Sentence Frames** • **Chart Paper** • **Suffix Frames** • **R-Controlled Vowels Poster** • **Vowel Teams Poster** <u>Student</u> <u>Materials:</u> • **Student Notebook** • **Student Composition Book** • **Dry Erase Writing Tablet** • **Fundations Letter Board with Magnetic Tiles**

Exemplary ESL instruction should focus on communication. Areas of vocabulary development, sentence level communication, and discourse should be taught concurrently, not in isolation. WIDA suggests that at the end of each level, the English Learner (EL) should be able to accomplish the following:

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Emerging – Level 2	• Phrases or short sentences • Expression of ideas	• Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions • Social and instructional words and expressions across content areas
Developing – Level 3	• Some expanded sentences with emerging complexity • Expanded expression of one idea or multiple related ideas	• Sentence patterns across content areas • Repetitive grammatical structures	• Specific content language • Words or expressions with multiple meanings
Expanding – Level 4	• Some complex sentences • Organized expression of ideas with emerging cohesion	• A variety of grammatical structures • Sentence patterns characteristic of content areas	• Specific content area languages • Words and expressions with expressive meaning through the use of idioms and collocations
Bridging – Level 5	• Multiple complex sentences • Cohesiveness and coherency	• Grammatical structures matched to purpose • Broad range of sentences patterns characteristic of particular content areas	• Technical and abstract content area language including content specific collocations • Connotations of meaning across content areas

2012 Amplification of the English Language Development Standards: University of Wisconsin Systems, Madison Wisconsin, 2012.http://www.wida.us/standards/CAN_DOs/

Vocabulary	Resources	Assessments/Projects

Target Vocabulary: atmosphere, surface, miniature, vast, landscape, decision, shelter, delighted, complain, pleaded, lonely, horizon, eagerly, scampered, slippery, spotted, disappointed, fancy, author, permission, signature, exactly, incomplete, welcomed, meadow, calf, wade, rippled, flooded, swarm	• Houghton Mifflin Harcourt Journeys Text
	• Houghton Mifflin Harcourt Journeys Big Books
	• Houghton Mifflin Harcourt Moving into English
		Formative Assessment
		  • Weekly Test
		  • DRA 2
		  • Journey's Progress Monitoring Assessment
		  • Fundations Unit Assessments
		  • Foundational Reading Assessment
		
		Summative Assessment
		  • Unit Assessment
		
		Alternative Assessment
		  • For Special Education students refer to accommodations and modifications indicated in IEP.
		  • For 504 students refer to accommodations indicated in 504 plan.
		  • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	**Enrichment, Gifted, & Talented**	
• Extra time for assigned task • Adjust length of assignment • Repeat, clarify, or reword directions • Short manageable tasks • Small group instruction	• Independent Reading & Writing Projects • Challenging reading materials • Utilize technology to demonstrate understanding of a text	**1-LS1-2** After reading "Amazing Whales" discuss how the parents and offspring survive in the ocean.

Differentiated Instruction		
ELL		
Level 1-Entering	**Level 2-Emerging**	**Level 3-Developing**
- Read through a text and name one character, use one word to describe a character. Have students select from a list of words to describe a character. - Name people or objects shown on illustrated covers of fictional stories and have students repeat after you. - Sequence a series of pictures to tell stories. - Act out vocabulary words - Ask yes or no questions (i.e. Is this a question, Does this…?) - Use "point to", "circle", "find", "show me", "draw", "match". - Use visuals such as pictures, gestures, and pointing. - Use a student buddy, if possible someone with the same language.	- Read through a text and name one character, use one word to describe a character. Have students select from a list of words to describe a character. Students can use one word to describe a character. - Describe people or objects in titles and illustrated covers of fictional stories with a partner. - Match a series of pictures that tell stories with sequence words (e.g. "first", "then", "last"). - Choral Reading - Act out vocabulary words - Show pictures or words to choose from in response to a question - Pictorial Retell - Use bilingual picture dictionary and have students create personal illustrated dictionaries. - Use a student buddy, if possible someone with the same language.	- Work in small groups and have students identify one character and tell a word or phrase something about the character. - Predict ideas in storylines based on titles and illustrated covers of fictional stories and share with a partner. - Select titles that correspond to a sequence of pictures. - Ask questions with 1-3 word answers. - Ask questions with an either/or option. - Ask students to list, name, tell, which, categorize, draw, label, or create. - Provide sentence frames.

Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
• Have partners choose two characters from the story and tell a word or phrase about the characters' feelings and actions. • Make up the beginning of storylines based on titles and illustrated covers of fictional stories and share with a partner. • Sequence a series of sentences to related pictures. • Ask student to tell about, describe, explain.	• Work in partnerships to have students use phrases and simple sentences to describe the characters' feelings and actions. • Connect storylines to personal experiences based on titles and illustrated covers of fictional stories. • Sequence short paragraphs to tell stories. • Ask how and why questions. • Ask student to tell "what would happen if	• Explain a characters' feelings and actions. • Connect storylines to personal experiences based on titles and illustrated covers of fictional stories. • As student to tell "Why do you think….?" or "What would you recommend?" • Make modifications to assignments and tests as necessary. • Students should have a list of target words for each unit of study.
• Encourage students to use full sentences when identifying main ideas and details in illustrated texts. • Make modifications to assignments and tests, so the student will not be	questions, Tell me as much as you can about…." • Give the student a list of target words for each unit of study.	

overwhelmed.	

Different ated Instruction	
Special Education	**504**
Choral Read Class Word Web with main idea in the middle Simpler texts to practice a skill. Anchor Charts Reread stories multiple times. Provide text on individual reading levels. Extra time for assigned tasks Provide a warning for transitions Buddy students with peers Provide immediate feedback Visual and verbal reminders	• Brainstorm character traits for a shared character. • Word Webs • Shorter reading passages to identify main idea and details • Graphic organizer with story structure • Adjust length of assignment • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback

Grade: First	**Content:** English as a Second Language
Unit 5	**Time Frame:** 26-27 days
Grade 1 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language **WIDA ELP Standard 2-Language of Language Arts**	

New Jersey Student Learning Standards:		NJSLA-ELA Connection:
RL- 1.1, 1.3, 1.4, 1.5, 1.7, 1.10 RI- 1.1, 1.4, 1.5, 1.7, 1.9, 1.10 RF- 1.2b-d, 1.3d-g, 1.4a-b W- 1.3, 1.5, 1.7, 1.8 L- 1.1d, 1.1i, 1.1j, 1.4b-d, 1.6 SL- 1.1a-c, 1.2, 1.3, 1.4, 1.6		Short constructed responses to text-dependent questions by citing text evidence and using transitional phrases.
Essential Questions	**Skills**	**Resources**
Reading: *How do readers analyze and evaluate text?*	☐ Review characteristics of various genres. ☐ Summarize important events in a story. ☐ Read and comprehend informational text. ☐ Use information from illustrations to demonstrate understanding. ☐ Compare and contrast texts on the same topic. ☐ Use photographs and labels to gather factual information. ☐ Understand how authors use repetition to make a story fun to read. ☐ Use text evidence and prior knowledge to chart details and a conclusion based on text. Identify illustrations that show people doing real life activities. ☐ Use information from texts to identify facts. ☐ Demonstrate understanding of figurative language in a story. Use ☐ text features such as photos, maps, drawings and labels to ☐ explain a topic. ☐ Ask questions while reading to aid comprehension. ☐	**Fiction** *Frog and Toad Together* *The Ugly Duckling* *A Whistle for Willie* *The New Friend* **Non-fiction** *The Garden* *Amazing Animals* *A Tree is a Plant* *Grow, Apples, Grow!* *Symbols of Our Country* **Poetry** *Pet Poems* **Guided Reading Resources:** Scholastic Library Books

	☐ Define captions and demonstrate how they provide details on a topic. ☐ Use context clues and key words to identify the narrator in a story ☐ Preview headings to predict/record information and facts.	Journeys' Guided Reading Texts
Essential Questions	**Skills**	**Resources**

Writing: *What are different ways to write nonfiction?*	☐ Research topics that you want to learn more about ☐ Plan out their writing ☐ Generate questions your readers may ask or want to know the answers to ☐ Create a table of contents and a glossary for your readers ☐ Ensure that their writing has an introduction and a conclusion ☐ Utilize speech bubbles to give more information ☐ Utilize an editing checklist to improve their writing ☐ Distinguish between fact and opinion in your writing ☐ Write complete sentences with correct punctuation and capitalization. ☐ Publish their text digitally with pictures	Proofreading Checklist, Writing Conference Form, Writing Checklist
Essential Questions	**Skills**	**Resources**

	▢ Apply capitalization rules for beginning of sentences and names of people	• **Letter Formation Poster/Guide**
	▢ Explain major differences between fictional stories and narrative text	• **Vowel Extension Poster**
	▢ Use illustrations and/or details in a story to describe its characters, setting, and events	• **Word of the Day Cards**
	▢ Read with accuracy and prosody	• **Trick Word Flashcards**
	▢ Read and spell words with –s, -ed, -ing suffixes when added to nonchanging base words	• **Sentence Frames**
	▢ Read and spell words with two closed syllables or closed and v-e syllables	• **Chart Paper**
	▢ Understand vowels combined with ng or nk are glued sounds rather than segmented	• **Suffix Frames**
	▢ Understand and name sound for r-controlled sounds	• **R-Controlled Vowels Poster**
	▢ Visually recognize a closed syllable	• **Vowel Teams Poster**
	▢ Segment and blend up to five sounds	• **Vowel Sounds Poster** <u>Student Materials:</u>
	▢	• **Student Notebook**
		• **Student Composition Book**
		• **Dry Erase Writing Tablet**
		• **Fundations Letter Board with Magnetic Tiles**

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41

Vocabulary	Resources	Assessment/Project
Target Vocabulary: whispered, clues, detectives, clever, poked, sneaky, roamed, sparkling, misty, promised, receive, slender, behave, sizzling, translated, accent, gooey, siesta, gentle, completely, settle, reflection, lonely, recognize, blossoms, cavern, shady, ledge, lugging, shallow	☐ Houghton Mifflin Harcourt Journeys Text ☐ Houghton Mifflin Harcourt Journeys Big Books ☐ Houghton Mifflin Harcourt Moving into English	**Formative Assessment** • ELA SGO Assessment • Weekly Test • DRA 2 • Journey's Progress Monitoring Assessment • Fundations Unit Assessments • Foundational Reading Assessment **Summative Assessment** • Unit Assessment **Alternative Assessment** • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan. • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	**Enrichment, Gifted, & Talented**	
• Extra time for assigned task • Adjust length of assignment • Repeat, clarify, or reword directions • Short manageable tasks Small group instruction	• Independent Reading & Writing Projects • Challenging reading materials • Utilize technology to demonstrate understanding of a text	**1-LS1-2** Students will research an animal and present how the baby and the adult are similar and different and how each of them survive.

Differentiated Instruction		
ELL		
Level 1-Entering	**Level 2-Emerging**	**Level 3-Developing**
☐ Read through a text and name one character, use one word to describe a character. Have students select from a list of words to describe a character. ☐ Name people or objects shown on illustrated covers of fictional stories and have students repeat after you. ☐ Sequence a series of pictures to tell stories. ☐ Act out vocabulary words ☐ Ask yes or no questions (i.e. Is this a question, Does this…?) ☐ Use "point to", "circle", "find", "show me", "draw", "match". ☐ Use visuals such as pictures, gestures, and pointing. ☐ Use a student buddy, if possible someone with the same language.	☐ Read through a text and name one character, use one word to describe a character. Have students select from a list of words to describe a character. Students can use one word to describe a character. Describe people or objects in titles and illustrated covers of fictional stories with a partner. Match a series of pictures that tell stories with sequence words (e.g. "first", "then", "last"). • ☐☐ Choral Reading Act out vocabulary words • ☐ Show pictures or words to choose from in response to a question ☐ Pictorial Retell Use bilingual picture dictionary and have students create personal illustrated dictionaries. Use a student buddy, if possible someone with the same language.	• Work in small groups and have students identify one character and tell a word or phrase something about the character. • Predict ideas in storylines based on titles and illustrated covers of fictional stories and share with a partner. • Select titles that correspond to a sequence of pictures. • Ask questions with 1-3 word answers. • Ask questions with an either/or option. • Ask students to list, name, tell, which, categorize, draw, label, or create. • Provide sentence frames.

Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
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• Make modifications to assignments and tests, so the student will not be overwhelmed.		

Differentiated Instruction	
Special Education	**504**
Choral Read ☐ Class Word Web with main idea in the middle ☐ Simpler texts to practice a skill. ☐ Anchor Charts ☐ Reread stories multiple times. ☐ Provide text on individual reading levels. ☐ Extra time for assigned tasks ☐ Provide a warning for transitions ☐ Buddy students with peers ☐ Provide immediate feedback ☐ Visual and verbal reminders	• Brainstorm character traits for a shared character. • Word Webs • Shorter reading passages to identify main idea and details • Graphic organizer with story structure • Adjust length of assignment • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback

Grade: First		Content: English as a Second Language	
Unit 6		Time Frame: 26-27 days	
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New Jersey Student Learning Standards: RL- 1.1, 1.2, 1.4, 1.5, 1.9 RI- 1.1, 1.3, 1.4, 1.5, 1.8, 1.9 RF- 1.1a, 1.2a-d, 1.3c-f, 1.4a, 1.4c W- 1.1, 1.7, 1.8 L- 1.1d, 1.1f-h, 1.1j, 1.4a, 1.5a SL- 1.1a-c, 1.2-1.6		NJSLA-ELA Connection: Short constructed responses to text-dependent questions by citing text evidence and using transitional phrases.	

Essential Questions	Skills	Resources
Reading: *What strategies do readers use to enhance their understanding of text?*	☐ Summarize important events in a story. ☐ Use information from illustrations and captions to demonstrate understanding. ☐ Compare and contrast texts on the same topic. ☐ Understand how idioms are used to make reading more interesting ☐ Identify main idea of a selection and the details that support it. Use information from texts and gather details that show an author's purpose. ☐ Use text features to learn new information. ☐ Determine the lesson in a fable. ☐ Describe characters, setting and major events (plot) in a story. ☐ Analyze and evaluate a story to aid comprehension. ☐ Use quotation marks and character voice to read dialogue.	**Fiction** *The Dot* *The Wind and Sun* *Days with Frog and Toad* *Fly Guy* **Non-Fiction** *Artists Create Art* *What Can You Do?* *Measuring Weather* *Busy Bugs* *Mia Hamm: Winners Never Quit* *Be a Team Player* **Guided Reading Resources:** Scholastic Library Books Journeys' Guided Reading Texts

Essential Questions	Skills	Resources
Writing: *How do writers persuade their audience?*	☐ Persuade others through writing about different topics such as what career they should choose ☐ Use a topic sentence that states an opinion. ☐ Add details explain using "because" to add evidence to support an opinion. ☐ Write strong feelings using exclamations. ☐ Revise, edit and publish an opinion piece. ☐ Use detail sentences to support a topic sentence. ☐ Use specific describing words to use as text evidence. ☐ Focus on a single topic and share supporting reasons for it. ☐ Use details to support the opinion. ☐ Use a closing sentence ☐ Read a checklist to identify attributes of a topic ☐ Use labels and words to give details ☐ Use what they know about words to help them spell ☐ Use correct punctuation and capitalization ☐ Use commas in dates and lists ☐	Proofreading Checklist, Writing Conference Form, Writing Checklist
Essential Questions	**Skills**	**Resources**

Language/Foundational Skills:
How do syllable types change vowel sounds?
	☐ Distinguish long and short vowel sounds
	☐ Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
	☐ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
	☐ Read and spell CVC, CCVC, CVCC, CCVCC, and CVCe words
	☐ Read with accuracy and prosody
	☐ Read and spell words with –s, -ed, -ing suffixes when added to nonchanging base words
	Read and spell words with the suffix –es when added to base words with
		Fundations Stories and Recommended Resources/Stories
		Brad's Lost Glasses
		The Big Splash
		
		Fundations:
		Teacher Materials:
		   • **Echo and Baby Echo**
		   • **Large Sound Cards**
		   • **Standard Sound Cards**

	☐	
	☐ closed syllables Read and spell compound words and other words with two-syllables by ☐ breaking them into syllables Understand and name sound for r-controlled sounds	• **Large Dictation Grid** • **Word of the Day Cards** • **Trick Word Flashcards** • **Sentence Frames** • **Syllable Frames** • **Chart Paper** • **Suffix Frames** • **R-Controlled Vowels Poster** • **Vowel Teams Poster** <u>Student</u> <u>Materials:</u> • **Student Notebook** • **Student Composition Book** • **Dry Erase Writing Tablet**

Exemplary ESL instruction should focus on communication. Areas of vocabulary development, sentence level communication, and discourse should be taught concurrently, not in isolation. WIDA suggests that at the end of each level, the English Learner (EL) should be able to accomplish the following:

Level	Discourse Level	Sentence Level	Word/Phrase Level
Entering – Level 1	• Single words • Phrases/chunks of language	• Phrase level grammatical structures • Phrasal patterns associated with common social and instructional situations	• Content related words • Social and instructional works and expressions
Emerging – Level 2	• Phrases or short sentences • Expression of ideas	• Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions • Social and instructional words and expressions across content areas
Developing – Level 3	• Some expanded sentences with emerging complexity • Expanded expression of one idea or multiple related ideas	• Sentence patterns across content areas • Repetitive grammatical structures	• Specific content language • Words or expressions with multiple meanings
Expanding – Level 4	• Some complex sentences • Organized expression of ideas with emerging cohesion	• A variety of grammatical structures • Sentence patterns characteristic of content areas	• Specific content area languages • Words and expressions with expressive meaning through the use of idioms and collocations
Bridging – Level 5	• Multiple complex sentences • Cohesiveness and coherency	• Grammatical structures matched to purpose • Broad range of sentences patterns characteristic of particular content areas	• Technical and abstract content area language including content specific collocations • Connotations of meaning across content areas

2012 Amplification of the English Language Development Standards: University of Wisconsin Systems, Madison Wisconsin, 2012.http://www.wida.us/standards/CAN_DOs/

Vocabulary	Resources	Assessment/Project
Target Vocabulary: softly, universe, magical, field, wondrous, shrubbery, dreadful, grumbled, demanded, cobweb, terrified, panted, audience, stomped, chorus, determined, assures, enthusiasm, corner, signs, disguised, solve, mystery, seriously, wild, show-off, mightiest, wobble, careful, waste	☐ Houghton Mifflin Harcourt Journeys Text ☐ Houghton Mifflin Harcourt Journeys Big Books ☐ Houghton Mifflin Harcourt Moving into English	**Formative Assessment** • Weekly Test • DRA 2 • Journey's Progress Monitoring Assessment • Fundations Unit Assessments • Foundational Reading Assessment **Summative Assessment** • Unit Assessment **Alternative Assessment** • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan. • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.
Differentiated Instruction		**Interdisciplinary Connections**
At Risk Students	**Enrichment, Gifted, & Talented**	
• Extra time for assigned task • Adjust length of assignment • Repeat, clarify, or reword directions • Short manageable tasks • Small group instruction	• Independent Reading & Writing Projects • Challenging reading materials • Utilize technology to demonstrate understanding of a text	**6.3.4.A.3** As a class discuss an issue that is having a current impact and develop an action plan such as writing a letter to inform people about the issue.

Differentiated Instruction		
ELL		
Level 1-Entering	**Level 2-Emerging**	**Level 3-Developing**
☐ Read through a text and name one character, use one word to describe a character. Have students select from a list of words to describe a character. ☐ Name people or objects shown on illustrated covers of fictional stories and have students repeat after you. ☐ Sequence a series of pictures to tell stories. ☐ Act out vocabulary words ☐ Ask yes or no questions (i.e. Is this a question, Does this…?) ☐ Use "point to", "circle", "find", "show me", "draw", "match". ☐ Use visuals such as pictures, gestures, and pointing. ☐ Use a student buddy, if possible someone with the same language.	☐ Read through a text and name one character, use one word to describe a character. Have students select from a list of words to describe a character. Students can use one word to describe a character. ☐ Describe people or objects in titles and illustrated covers of fictional stories with a partner. ☐ Match a series of pictures that tell stories with sequence words (e.g. "first", "then", "last"). ☐ Choral Reading ☐ Act out vocabulary words ☐ Show pictures or words to choose from in response to a question ☐ Pictorial Retell ☐ Use bilingual picture dictionary and have students create personal illustrated dictionaries. ☐ Use a student buddy, if possible someone with the same language.	● Work in small groups and have students identify one character and tell a word or phrase something about the character. ● Predict ideas in storylines based on titles and illustrated covers of fictional stories and share with a partner. ● Select titles that correspond to a sequence of pictures. ● Ask questions with 1-3 word answers. ● Ask questions with an either/or option. ● Ask students to list, name, tell, which, categorize, draw, label, or create. ● Provide sentence frames.

Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
• Have partners choose two characters from the story and tell a word or phrase about the characters' feelings and actions. • Make up the beginning of storylines based on titles and illustrated covers of fictional stories and share with a partner. • Sequence a series of sentences to related pictures.	• Work in partnerships to have students use phrases and simple sentences to describe the characters' feelings and actions. • Connect storylines to personal experiences based on titles and illustrated covers of fictional stories. • Sequence short paragraphs to tell stories. • Ask how and why questions.	• Explain a characters' feelings and actions. • Connect storylines to personal experiences based on titles and illustrated covers of fictional stories. • As student to tell "Why do you think….?" or "What would you recommend?" • Make modifications to assignments and tests as necessary. • Students should have a list of target words for each
• Ask student to tell about, describe, explain. • Encourage students to use full sentences when identifying main ideas and details in illustrated texts. • Make modifications to assignments and tests, so the student will not be overwhelmed.	• Ask student to tell "what would happen if questions, Tell me as much as you can about…." • Give the student a list of target words for each unit of study.	unit of study.

Differentiated Instruction	
Special Education	**504**
• Choral Read • Class Word Web with main idea in the middle Simpler texts to practice a skill. • Anchor Charts • Reread stories multiple times. • Provide text on individual reading levels. • Extra time for assigned tasks • Provide a warning for transitions • Buddy students with peers • Provide immediate feedback • Visual and verbal reminders	• Brainstorm character traits for a shared character. • Word Webs • Shorter reading passages to identify main idea and details • Graphic organizer with story structure • Adjust length of assignment • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback