



BURCH CHARTER SCHOOL OF EXCELLENCE

2020-2021

English as a Second Language Curriculum - Kindergarten

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	27-28 days
6	25-26 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:

<p>6 Reaching</p>	<ul style="list-style-type: none"> 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
<p>5 Bridging</p>	<ul style="list-style-type: none"> 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
<p>4 Expanding</p>	<ul style="list-style-type: none"> 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
<p>3 Developing</p>	<ul style="list-style-type: none"> 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
<p>2 Beginning</p>	<ul style="list-style-type: none"> 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
<p>1 Entering</p>	<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Are accessible by all students through multiple entry points ○ Are relevant to students' lives and cultural experiences ○ Build on prior mathematical learning ○ Demonstrate high cognitive demand ○ Offer multiple strategies for solutions ○ Allow for a language learning experience in addition to content

Sensory Supports*	Graphic Supports*	Interactive Supports*	Verbal and Textual Supports
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Graphs • Charts • Timelines • Number lines • Graphic organizers • Graphing paper 	<ul style="list-style-type: none"> • In a whole group • In a small group • With a partner such as <i>Turn-and-Talk</i> • In pairs as a group (first, two pairs work independently, then they form a group of four) • In triads • Cooperative learning structures such as <i>Think-Pair-Share</i> • Interactive websites or software • With a mentor or coach 	<ul style="list-style-type: none"> • Labeling • Students' native language • Modeling • Repetitions • Paraphrasing • Summarizing • Guiding questions • Clarifying questions • Probing questions • Leveled questions such as <i>What? When? Where? How? Why?</i> • Questioning prompts & cues • Word Banks • Sentence starters • Sentence frames • Discussion frames • Talk moves, including <i>Wait Time</i>

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...			
Level 5 Bridging	<ul style="list-style-type: none"> • Rich descriptive discourse with complex sentences • Cohesive and organized, related ideas across content areas 	<ul style="list-style-type: none"> • A variety of complex grammatical structures • Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Technical and abstract content-area language • Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> • Connected discourse with a variety of sentences • Expanded related ideas characteristic of particular content areas 	<ul style="list-style-type: none"> • Complex grammatical structures • A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Specific and some technical content-area language • Words or expressions with multiple meanings across content areas
Level 3 Developing	<ul style="list-style-type: none"> • Discourse with a series of extended sentences • Related ideas specific to particular content areas 	<ul style="list-style-type: none"> • Compound and some complex grammatical constructions • Sentence patterns across content areas 	<ul style="list-style-type: none"> • Specific content-area language and expressions • Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> • Multiple related simple sentences • An idea with details 	<ul style="list-style-type: none"> • Compound grammatical structures • Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • General content words and expressions, including cognates • Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> • Single statements or questions • An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> • Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns 	<ul style="list-style-type: none"> • 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...			
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas characteristic of particular content areas 	<ul style="list-style-type: none"> A variety of complex grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with precise meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion characteristic of particular content areas 	<ul style="list-style-type: none"> Compound and complex grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas across content areas 	<ul style="list-style-type: none"> Simple and compound grammatical structures with occasional variation Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> Phrase-level grammatical structures Phrasal patterns associated with familiar social and instructional situations 	<ul style="list-style-type: none"> 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 5, Unit 6)
- Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). (Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6)
- Illustrate and communicate original ideas and stories using multiple digital tools and resources. (Unit 5, Unit 6)

21st Century Life and Careers Skills

Indicators: 9.1.4.A.1, 9.2.4.A.1, 9.2.4.A.4

- Explain the difference between a career and a job and identify various jobs in the community and the related earnings. (Unit 1)
- Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. (Unit 1)
- Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. (Unit 2, Unit 3, Unit 4, Unit 5, Unit 6)

Career Ready Practices

Indicators: CRP2, CRP4, CRP11

- Apply appropriate academic and technical skills. (Unit 6)
- Communicate clearly and effectively and with reason. (Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6)
- Use technology to enhance productivity. (Unit 5, Unit 6)

Grade: Kindergarten	Content: English as a Second Language
----------------------------	--

Unit: 1	Time Frame: 27-29 days
----------------	-------------------------------

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

New Jersey Student Learning Standards:
READING LITERATURE
 RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10
READING INFORMATIONAL TEXT
 RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.10
FOUNDATIONAL SKILLS
 RF.K.1a, RF.K.1d, RF.K.2a, RF.K.2d, RF.K.3c
SPEAKING AND LISTENING
 SL.K.1a, SL.K.1b, SL.K.2, SL.K.4, SL.K.5
LANGUAGE
 L.K.1a, L.K.1b, L.K.1f, L.K.5a, L.K.5b, L.K.5c, L.K.6

Essential Question	Skills	Resources
<p>Reading:</p> <p><i>How do readers enjoy books?</i></p>	<ul style="list-style-type: none"> ● Use information from a text to answer a question. ● Identify the main ideas in a text. ● Recognize elements of informational texts. ● Ask and answer questions about information in a text. ● Discuss a character’s feelings. ● Discuss and make inferences about a text ● Identify the author and the illustrator and the job of each. ● Understand a story’s characters and why they behave as they do ● Identify characters, settings, and important events in the story. 	<p>Read Aloud</p> <p><u><i>Building with Dad</i></u></p> <p><u><i>Friends at School</i></u></p> <p><u><i>I Have a Pet!</i></u></p> <p><u><i>Pizza at Sally’s</i></u></p> <p><u><i>The Little Red Hen</i></u></p> <p>Big Book</p> <p><u><i>What Makes a Family?</i></u></p> <p><u><i>How Do Dinosaurs Go to School?</i></u></p> <p><u><i>Please, Puppy, Please</i></u></p> <p><u><i>Everybody Works</i></u></p>

	<ul style="list-style-type: none"> Describe how the pictures and the text 	
--	--	--

	<p>together tell the story</p> <ul style="list-style-type: none"> Retell a story from pictures or text and sequence events of the story. Analyze and discuss story events and how things change in the story from beginning to end. Compare and contrast informational text Explain how an illustration tells part of a story. Show understanding through drawing or writing. Explore how words and photographs can give information. Discuss features of informational text. Use information from the text to answer a question. Participate in conversations about a topic. Discuss a character's decision and motivation. Identify the main idea and what the selection is mostly about. Listen to a book. 	<p><i><u>The Handiest Things in the World</u></i></p> <p>Paired Selections</p> <p><i><u>"Frère Jacques"</u></i></p> <p><i><u>"Everybody Says"</u></i></p> <p><i><u>"Tortillas for Mommy"</u></i></p> <p><i><u>"My Little Sister"</u></i></p> <p><i><u>"The Elves and the Shoemaker"</u></i></p> <p><i><u>"The Lion and the Mouse"</u></i></p> <p><i><u>Stone Soup</u></i></p> <p>Guided Reading Resources:</p> <ul style="list-style-type: none"> Scholastic Library Books Journeys' Guided Reading Texts (Above, On and Below)
--	---	---

Essential Question	Skills	Resources
<p>Narrative Writing:</p> <p><i>How do writers tell stories?</i></p>	<ul style="list-style-type: none"> ● Writers draw a pictures to tell a story. ● Writers write their first and last names below their drawing. ● Writers recognize that names begin with capital letters. ● Writers use initial capital letters to write names. ● Writers identify and write nouns for people. ● Writers draw and label pictures. ● Writers use labels to help explain pictures. ● Writers identify and write nouns for places. ● Writers stretch words out to help them write the letters for the sounds they hear. 	<p>Suggested Mentor Texts:</p> <p><i><u>From Anne to Zach</u> by Mary Jane Martin</i></p> <p><i><u>Chrysanthemum</u> by Kevin Henkes</i></p> <p><i><u>A My Name is Alice</u> by Jane Bayer</i></p> <p><i><u>The First Thing, My Mama, Told Me</u> by Susan Marie Swan</i></p> <p><i><u>A Perfect Name</u> by Charlene Costanzo</i></p> <p><i><u>Alphabet Mystery</u> By Audrey Wood</i></p> <p><i><u>Cassie’s Word Quilt</u> By Faith Ringgold</i></p> <p><i><u>Eating the Alphabet</u> By Lois Ehlert</i></p> <p><i><u>Growing Vegetable Soup</u> By Lois Ehlert</i></p>

- Writers write words to tell about their pictures.
- Writers record the sounds they hear to add labels and words to their pieces.
- Writers use a combination of drawing, dictating, and writing to narrate a single event.
- Writers use letters and beginning consonant sounds to spell words phonetically to describe pictures or write about their experiences.
- Writers spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- Writers understand that writers get ideas for writing in many ways
- Writers write a caption for their picture/illustrations.
- Writers read and explain their own writing and drawings.
- Writers write sentences that tell a story in the correct order.
- Writers write stories from their own lives with a beginning, a middle, and an end.
- Writers add details to make the story better.
- Writers draw what they want to write about.
- Writers write a sentence at the end that tells how they felt about what happened in their story.
- Writers edit their stories.
-

Of Colors and Things By Tana Hoban
Richard Scarry's Best Word Book Ever by Richard Scarry
My Little Word Book by Roger Pridd
Feathers for Lunch, by Lois Ehlert
The Honey Makers, by Gail Gibbons
Sea Turtles, by Gail Gibbons
Rainforest Homes by Lydia Carlin
Daddy Mountain by Jules Feiffer
Picture This... by Alison Jay
Katies Picture Show by James Mayhew
My Little Island, by Frank Lessac
The Best Story Ever by Eileen Spinelli
Abigail Spells By Anna Alter
Tell Me a Story, Mama by Angela Johnson
Treasures of the Heart by Alice Ann Miller
I Can Write! By Theo LeSieg (Dr. Seuss)
Bear Snores On by Karma Wilson
 Picture Books (students can help write captions)

Suggested Anchor Charts:

What is a label anchor chart
 What is a caption anchor chart?

- A caption is a sentence or group of words that are written on or next to a picture to explain what is being shown (Merriam-Webster)

Display pictures with captions or display pictures without captions and students can help you

		write captions
Essential Question	Skills	Resources
<p>Language/Foundational Skills:</p> <p><i>How to identify and form letters and sounds of specific letters?</i></p> <p><i>How do I follow words from left to right, top to bottom, and page-by-page?</i></p>	<ul style="list-style-type: none"> ● Introduce and review Letter-Keyword Sounds for lower case t, b, f,n,m, i, u, c, o, a, and g. ● Review previous letters, sounds, and formation for letters. ● Teach proper letter formation for lower case letters t, b, f,n,m, i,u,c,o, a and g. ● Locate keyword pictures for the letter t, b, f, n, m, i, u, c, o, a, and g. ● Identify short vowel sound for a,i,u, and o. ● Teach and practice proper pencil grip. ● Name words that have beginning sounds for t, b, f,n,m. ● Understand sentences are made up of words to say something. ● Use correct capitalization and punctuation. ● Read sentences with fluency. ● Ask who, what where, how questions while reading a story. ● Students listen to and retell a story including problem, solution, characters, setting. ● Read, pronounce and identify oral vocabulary. ● Use oral vocabulary words in context ● Follow pictures from left to right, and page by page. ● Develop book handling skills. ● Identify the parts of a book. ● Read high frequency words by sight. ● Use nouns for places, animals, and things. ● ● 	<p><u>Foundations Stories and Recommended Resources/Stories</u></p> <p>Echo Finds Dinner I Echo Finds Dinner II Echo Finds Dinner III</p> <p><u>Foundation Headings:</u> Letter-Keyword-Sound, Sky Write/Letter Formation, Student Notebook, Drill Sounds/Warm-Up, Echo Letter Formation, Make It Fun, Echo/Find Letters, Word Play, Storytime.</p> <p><u>Foundation-Phonemic Awareness</u> Rhyming Words Beginning sounds</p> <p><u>Foundations:</u> <u>Teacher Materials:</u></p> <ul style="list-style-type: none"> • Echo and Baby Echo • Large Sound Cards • Standard Sound Cards • Large Letter Formation Grid • Letter Formation Guide • Student Notebook

- Identify beginning sounds of words.
- Segment words into syllables.
- Students locate key words in a story (tree, hungry, forest, mouse, happy).
- Use pictures to help read corresponding words.
- Identify words by the spaces between them.
- Track words in oral sentences.
- Recognize, name, and print upper- and lowercase letters.
- Discuss the meaning of words (including synonyms and antonyms).
- Recognize and name rhyming words.
- Use correct capitalization and punctuation.
- Use pictures to help read corresponding words.
- Discuss title, author and illustrator.
- One to one correspondence.
-

- Sentence Frames
- Letter Formation Guide
- Vowel Extension Poster
- 4 Sheets of large chart paper

Student Materials:

- Student Notebook
- Dry Erase Writing Tablet
- Foundations Letter Board & 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	<ul style="list-style-type: none"> • Single words • Phrases/chunks of language 	<ul style="list-style-type: none"> • Phrase level grammatical structures • Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> • Content related words • Social and instructional words and expressions
Emerging – Level 2	<ul style="list-style-type: none"> • Phrases or short sentences • Expression of ideas 	<ul style="list-style-type: none"> • Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • General content words and expressions • Social and instructional words and expressions across content areas
Developing – Level 3	<ul style="list-style-type: none"> • Some expanded sentences with emerging complexity • Expanded expression of one idea or multiple related ideas 	<ul style="list-style-type: none"> • Sentence patterns across content areas • Repetitive grammatical structures 	<ul style="list-style-type: none"> • Specific content language • Words or expressions with multiple meanings
Expanding – Level 4	<ul style="list-style-type: none"> • Some complex sentences • Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> • A variety of grammatical structures • Sentence patterns characteristic of content areas 	<ul style="list-style-type: none"> • Specific content area languages • Words and expressions with expressive meaning through the use of idioms and collocations
Bridging – Level 5	<ul style="list-style-type: none"> • Multiple complex sentences • Cohesiveness and coherency 	<ul style="list-style-type: none"> • Grammatical structures matched to purpose • Broad range of sentences patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • 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
<p>Target Vocabulary celebrate, family, memories, cranes, crew, gleaming, mechanic, outlining, solid, bullying, tidies, fidgets, interrupt, busy, company, container, job, scoop, tortoise, fetch, inside, outside, please, cooperate, curious, interesting, slimy, smooth, vet, creating, delivering, hobby, protecting, customers, dough, famous, perfect, sprinkled, stretchy</p>	<ul style="list-style-type: none"> ● Houghton Mifflin Harcourt Journeys Text ● Houghton Mifflin Harcourt Journeys Diagnostic Assessment Book, Progress Monitoring Book, Language Literacy Guide. ● Foundations Unit 1 Weeks 1-7 ● Houghton Mifflin Harcourt Moving into English 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • ELA SGO Assessment • DRA2 • Weekly Lesson Assessment • Foundations Classroom Performance Mid Unit Check (week 6) <p>Summative Assessment</p> <ul style="list-style-type: none"> • Unit Assessment <p>Alternative Assessment</p> <ul style="list-style-type: none"> • 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	<p>6.1.4.A.11</p> <ul style="list-style-type: none"> ● Students will create a People-at-Work Scrapbook to show the work that different people do in a community. Students will identify and discuss different kinds of work and participate in a shared writing project.
<ul style="list-style-type: none"> ● Extra time for assigned task ● Adjust length of assignment ● Repeat, clarify, or re-word directions ● Short, manageable tasks ● Small group instruction 	<ul style="list-style-type: none"> ● Writing Challenge ● Independent Reading & Writing Projects ● Challenging reading materials 	

Differentiated Instruction

ELL

Level 1-Entering

Level 2-Emerging

Level 3-Developing

- Show pictures and of new words and say the pair together. State they are rhyming words and have students repeat.
- Display and point to images that the whole class can see. As you point, name each object in the picture and have students repeat.
- 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.

- Display various pictures. Say pairs of rhyming and non-rhyming picture names, have children categorize them into rhyming and nonrhyming.
- Students can point to the pictures displayed as you name them.
- □ □ 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.

- Show pictures and of new words and say the pair together. State they are rhyming words and have students repeat. Ask students to create a pair of rhyming words.
- Picture walk through the book and ask children to name the objects or people.
 - 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
<ul style="list-style-type: none"> ● Show partnerships pictures and ask them to say the names of any two pictures and tell whether the words rhyme. ● Partners can take a picture walk and name objects or people through the story. 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. 	<ul style="list-style-type: none"> ● Say a word and have students give a word that rhymes with your word. ● Work independently to name people or objects throughout the text. 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. 	<ul style="list-style-type: none"> ● Create rhyming and nonrhyming pairs. ● Discuss what is happening in the text using new vocabulary. ● 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.

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> <input type="checkbox"/> Pictorial representations of rhyming ad nonrhyming cards <input type="checkbox"/> Reread stories multiple times. <input type="checkbox"/> Provide text on individual reading levels. <input type="checkbox"/> Read the text aloud. <input type="checkbox"/> Extra time for assigned tasks <input type="checkbox"/> Provide a warning for transitions <input type="checkbox"/> Buddy students with peers <input type="checkbox"/> Provide immediate feedback <input type="checkbox"/> Visual and verbal reminders <input type="checkbox"/> 	<ul style="list-style-type: none"> • Use pictorial representation to assist students with coming up with rhyming words. • 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: Kindergarten	Content: English as a Second Language
Unit: 2	Time Frame: 27-29 days
Kindergarten WIDA Can Do Descriptors: • Listening • Speaking • Reading • Writing • Oral Language	
WIDA ELP Standard 2-Language of Language Arts	
New Jersey Student Learning Standards:	
READING LITERATURE	
RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10	
READING INFORMATIONAL TEXT	
RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.k.6, RI.K.9, RI.K.10	
FOUNDATIONAL SKILLS	
RF.K.1a, RF.K.1b, RF.K.1c, RF.K.1d, RF.K.2c, RF.K.2c, RF.K.2d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4	
WRITING	
W.K.1, W.K.2,W.K.5, W.K.6, W.K.7, W.K.8	
LANGUAGE	
L.K.1a, L.K.1d, L.K.1f, L.K.2a, LK.2b, L.K.2d, L.K.2e, L.K.5a, L.K.5b, L.K.5c, L.K.5d, L.K.6	
SPEAKING AND LISTENING	
SL.K.1a, SL.K.1b, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6	

Essential Questions	Skills	Resources
<p>Reading:</p> <p><i>What strategies help readers understand the text they are reading?</i></p>	<ul style="list-style-type: none"> • Ask and answer questions about a text. • Compare and contrast information In a text • Write an opinion about information in a book • Ask and answer questions about information in a text. • Acquire and use domain-specific vocabulary. • Participate in conversations about a topic. • Discuss how a character’s feelings change in the story. • Respond to reading by writing a story or drawing a picture. • Look for clues about the characters in a story. 	<p>Big Book</p> <p><i>My Five Senses</i></p> <p><i>Mice Squeak, We Speak</i></p> <p><i>Move!</i></p> <p><i>What Do Wheels Do All Day?</i></p> <p><i>Mouse Shapes</i></p> <p>Read Aloud Book</p>

- Discuss an author’s word choices.
- Use information from the text to answer a question.
- Respond to story events in writing.
- Identify details in a text.
- Make connections between words and their use.
- Understand and use words from familiar texts.
- Use text and graphic features to get information from a text.
- Retell a story
- Identify the characters, settings, and important events in a story.
- Examine reasons for characters’ actions.
- Use examples from a text to answer a question.
- Write a response to a story.
- Identify connections between words and their use.
- Ask and answer questions for clarification.
-

Listen, Listen
Amelia’s Show-and-Tell Fiesta
Jonathan and His Mommy
Good Morning, Digger
David’s Drawings

Paired Selections

“Poems About Senses”
“Picnic Day”
“Here Are My Eyes”
“The Storm”
“Five Wonderful Senses”
“The Fort Worth Zoo”
“The Hare and the Tortoise”
“Wheels Long Ago and Today”
“Signs and Shapes”

Guided Reading Resources:

- Scholastic Library Books
- Journeys’ Guided Reading Texts (Above, On and Below)

Essential Questions	Skills	Resources
<p>Informative Writing:</p> <p><i>How do writers write about what they observe to teach/inform readers about topics they know well?</i></p>	<ul style="list-style-type: none"> ● Writers use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. ● Writers think about topics in which they are experts, things they know all about, so they can teach others. ● Writers choose a topic that they are familiar with such as All About the Cafeteria, All About the Playground, All About Summer, All About Kindergarten, All About a Family Member, All About a Family Pet, etc. ● Writers write about topics they know five or more things they could teach. ● Writers revise by adding more to their pictures to teach more about their topic. ● Writers draw, and label their writing. ● Writers use sensory words to add details to their writing. ● Writers use a capital letter at the beginning of their sentence and a period in the end. ● Writers share their drawings and sentences with others. ● Writers use what they know about letters and the sounds of letters when they write the words of their sentences. ● Writers write descriptive sentences to give factual information. ● Writers write captions by thinking about what the picture is about (or doing) and then explaining it in the caption box so that others will learn more about the picture provided on the information page. ● Writers use action and sensory words. ● Writers write complete descriptive sentences. ● 	<p>Suggested Mentor Texts:</p> <p><u>Words are Like Faces</u> by Edith Baer. (focus on word choice)</p> <p><u>Hello Ocean</u> by Pam Munoz Ryan. (focus on word choice)</p> <p><u>A Bad Case of Stripes</u> by David Shannon</p> <p><u>Frederick</u> by Leo Lionni</p> <p><u>A Story for Bear</u> by Dennis Haseley</p> <p><u>Lilly's Purple Plastic Purse</u> by Kevin Henkes (word choice)</p> <p><u>Come On, Rain</u> by Karen Hesse (sensory wordsword choice)</p> <p><u>Over and Under the Snow</u> by Kate Messner</p> <p><u>Owl Moon</u> by Jane Yolen (sensory words-word choice)</p> <p><u>Go Away, Big, Green Monster</u> by Ed Emberley (adjectives)</p> <p><u>A is for Angry</u> by Sandra Boynton (adjective)</p> <p><u>Quirky, Jerky, Extra Perky: More About Adjectives</u> by Brian Cleary</p> <p><u>Many Luscious Lollipops: A Book About Adjectives</u> by Ruth Heller</p> <p><u>Fun Dog, Sun Dog</u> by Deborah Heiligman</p> <p><u>Yesterday I Had the Blues</u> by Jeron Ashford Frame (adjectives)</p> <p><u>I Am an Artist</u> by Pat Lowery Collins (adjectives)</p>

- Writers use color adjectives
- Writers write complete captions
- Writers give reasons for their opinion in their writing.
- Writers write an opinion about information in a book.
- Writers revise a description so that it uses size and shape words.
- Writers add details to strengthen writing as needed.

Muriel's Red Sweater by Dara Dokas (adjectives)
Sheila Rae's Peppermint Stick by Kevin Henkes.
(adjectives)
Hairy, Scary, Ordinary
What is an Adjective? By Brian P. Cleary
A Color of his Own by Leo Lionni
I went Walking and Let's Go Visiting by Sue Williams
The Little Red Mouse and the Red Ripe Strawberry by Don and Audrey Wood
Mary Wore Her Red Dress, and Henry Wore His Green Sneakers by Merle Peek and James Cross Giblin

Suggested Anchor Chart:

Word choice anchor chart.

1. Writers use strong adjectives
2. Writers use action and sensory words that tell how things: feel, look, taste, sound, or smell.

Essential Questions	Skills	Resources
<p>Language/Foundational Skills:</p> <p><i>How do letters and sounds connect to reading words?</i></p>	<ul style="list-style-type: none"> ● Read this week’s high-frequency word by sight. ● Identify parts of a book. ● Introduce and review Letter-Keyword Sounds for lower case p,j,v,w, l, h, k, z, q. ● Review previous letters, sounds, and formation for letters. ● Teach proper letter formation for lower case p, j, v, w, l, h,k, z, q. ● Locate keyword pictures for the letter p, j, v, w,l, h, k, z, q. ● Review short vowel sounds a, e, i, o, u. ● Identify beginning and ending sounds of words. ● Teach and practice proper pencil grip. ● Proper names are capitalized. ● Recognize common sight words. ● Use correct capitalization and punctuation when writing a sentence ● Read sentences with fluency and correct phrasing. ● Make predictions while reading. ● Ask and answer with support Who, What, Where, How questions. ● Identify the characters, setting, problem and solution of the story. ● Identify character feelings in a story. ● Retell the story using key details. ● Recognize and use punctuation marks in reading and writing. ● Perform a story without words. ● Identify rhyming words. ● Identify the author, illustrator and title of a book. ● ● 	<p><u>Foundations Stories and Recommended Resources/Stories</u></p> <p>Baby Echo Flies I Baby Echo Flies II Baby Echo Flies III Hide Clyde In the tall, tall grass Ten Potatoes in a Pot Chugga Chugga Choo Choo My Truck is Stuck</p> <p><u>Foundation Headings:</u></p> <p>Letter-Keyword-Sound, Sky Write/Letter Formation, Student Notebook, Drill Sounds/Warm-Up, Echo Letter Formation, Make It Fun, Echo/Find Letters, Word Play, Student Notebook, Storytime.</p> <p><u>Foundation-Phonemic Awareness</u></p> <p>Beginning, Ending Sounds Rhyming Words</p>

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	<ul style="list-style-type: none"> • Single words • Phrases/chunks of language 	<ul style="list-style-type: none"> • Phrase level grammatical structures • Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> • Content related words • Social and instructional words and expressions
Emerging – Level 2	<ul style="list-style-type: none"> • Phrases or short sentences • Expression of ideas 	<ul style="list-style-type: none"> • Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • General content words and expressions • Social and instructional words and expressions across content areas
Developing – Level 3	<ul style="list-style-type: none"> • Some expanded sentences with emerging complexity • Expanded expression of one idea or multiple related ideas 	<ul style="list-style-type: none"> • Sentence patterns across content areas • Repetitive grammatical structures 	<ul style="list-style-type: none"> • Specific content language • Words or expressions with multiple meanings
Expanding – Level 4	<ul style="list-style-type: none"> • Some complex sentences • Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> • A variety of grammatical structures • Sentence patterns characteristic of content areas 	<ul style="list-style-type: none"> • Specific content area languages • Words and expressions with expressive meaning through the use of idioms and collocations
Bridging – Level 5	<ul style="list-style-type: none"> • Multiple complex sentences • Cohesiveness and coherency 	<ul style="list-style-type: none"> • Grammatical structures matched to purpose • Broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • 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
<p>Target Vocabulary: aware, senses, sight, touch, drift, ripen, scurry, sizzle, whisper, whistle, vision, sound, flavor, texture, scent, chatter, coo, snore, squawk, foolish, frowns, ruffled, special, treasures, tropical, communicate, respond, language, conversation, colony, rustling, slithers, startled, backward, beat, leap, strange, wiggle, zigzag, dive, swim, climb, fly, sputter, travelers, twirl, patrol, early, weeds, community, cement, vacant, welding, push, pull, roll, spin, hurry, pounced, sneaky, tricky, old, fluffy, fresh, grinned, moment, shyly, rectangle, triangle, diamond, circle, oval, square</p>	<ul style="list-style-type: none"> ● Houghton Mifflin Harcourt Journeys Text ● Houghton Mifflin Harcourt Journeys Diagnostic Assessment Book, Progress Monitoring Book, Language Literacy Guide. ● Foundation Echo Sounds ● Foundation Unit Test Recording Form ● Houghton Mifflin Harcourt Moving into English 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • ELA SGO Assessment • DRA2 • Weekly Lesson Assessment • Foundations Classroom Performance Mid Unit Check (week 6) <p>Summative Assessment</p> <ul style="list-style-type: none"> • Unit Assessment <p>Alternative Assessment</p> <ul style="list-style-type: none"> • For Special Education students refer to accommodations and modifications indicated in IEP. □ For 504 students refer to accommodations indicated in 504 plan. <p>ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.</p>

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	1.3.2.D.5 <ul style="list-style-type: none"> Students will make a Learning Wheel to show things they learned from their reading during the unit.
<ul style="list-style-type: none"> Extra time for assigned task Adjust length of assignment Repeat, clarify, or re-word directions Short, manageable tasks Small group instruction 	<ul style="list-style-type: none"> Writing Challenge Independent Reading & Writing Projects Challenging reading materials 	
Differentiated Instruction		
ELL		
Level 1-Entering	Level 2-Emerging	Level 3-Developing
<ul style="list-style-type: none"> Act out actions of the book, children can mimic actions and repeat the action words. Name two characters in the text as you point to each character. Ask simple questions to arrive at the main point. 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. 	<ul style="list-style-type: none"> Act out actions of the book, children can mimic actions and repeat the action words. Have students work in partnerships to identify characters from familiar texts. <ul style="list-style-type: none"> Pantomime unfamiliar words Choral Reading <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Use gestures as you read some sentences. Then ask students questions to check understanding. Pick a character and finish the sentence frame, “My character is _____” to describe a character. Build prior knowledge by discussing things in the text that connect to real life. 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
<ul style="list-style-type: none"> ● Read some sentences in the book and ask children to act them out. ● Pick each character, name the character, and tell in a word or a phrase something about the character. ● 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. 	<ul style="list-style-type: none"> ● Pair students and have partners take turns acting out some of the actions, the other person would guess the actions. ● Work in small groups to identify the characters in a familiar text and have them describe the characters. ● 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. 	<ul style="list-style-type: none"> ● Pair students and have partners take turns acting out some of the actions, the other person would guess the actions. ● Work independently and identify characters and describe the characters. ● Take a picture walk and have students name and describe what is happening in the text. ● 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.

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> <input type="checkbox"/> Reread stories multiple times. <input type="checkbox"/> Heavily scaffold questions after reading the story. <input type="checkbox"/> Provide text on individual reading levels. <input type="checkbox"/> Read the text aloud. <input type="checkbox"/> Extra time for assigned tasks <input type="checkbox"/> Provide a warning for transitions <input type="checkbox"/> Buddy students with peers <input type="checkbox"/> Provide immediate feedback <input type="checkbox"/> Visual and verbal reminders 	<ul style="list-style-type: none"> • Compare and contrast characters in the story to help comprehension. • Graphic organizer with characters. <input type="checkbox"/> Adjust length of assignment • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Grade: Kindergarten	Content: English as a Second Language	
Unit: 3		Time Frame: 27-29 days
Kindergarten WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language WIDA ELP Standard 2-Language of Language Arts		
New Jersey Student Learning Standards: READING LITERATURE RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.6, RL.K.7, RL.K.9, RL.K.10 READING INFORMATIONAL TEXT RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10 FOUNDATIONAL SKILLS RF.K.1a, RF.K.1b, RF.K.1c, RF.K.1d, RF.K.2a, RF.K.2d, RF.K.3, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, RF.K.4 WRITING W.K.1, W.K.2, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8 SPEAKING AND LISTENING SL.K.1a, SL.K.2, SL.K.4, SL.K.5, SL.K.6 LANGUAGE L.K.1a, L.K.1b, L.K.1f, L.K.2a, L.K.2b, L.K.2c, L.K.2d, L.K.2e, L.K.4, L.K.4b, L.K.5a, L.K.5c, L.K.6		
Essential Question	Skills	Resources
Reading: <i>How can readers read and learn from text?</i>	<ul style="list-style-type: none"> ● Compare information and images in two books. ● Discuss text and graphic features. ● Ask and answer questions about a text. ● Compare and contrast elements of a text. ● Describe relationships between illustrations and text. ● Use information from a text to answer questions. ● Write a response to a book. ● Use clues in a story to draw conclusions. ● Discuss realistic and fantasy elements of a text. ● Draw conclusions about a text using details and own 	Big Book <i>Jump into January</i> <i>Snow</i> <i>What Do You Do with a Tail Like This?</i> <i>Turtle Splash!</i> <i>What a Beautiful Sky!</i> <i>How Many Stars in the Sky?</i> Read Aloud Book <i>Every Season</i>

- knowledge.
- Identify and discuss the characters in a story.
- Compare and contrast characters.
- Use information from a text to answer a question Identify cause and effect within a text.
- Follow the sequence of events in a story.
- Discuss story events.
- Discuss author's word choice.

Storm is Coming!
A Zebra's World
Home for a Tiger, Home for a Bear

Paired Selection

Holidays All Year Long
How Water Changes
Wings
Dragonfly
Tails
On Our Way
Where Animals Live
"What Will the Weather Be Like?"

Guided Reading Resources:

-Scholastic Library Books
 -Journeys' Guided Reading Texts

Essential Questions	Skills	Resources
<p>Narrative Writing:</p> <p><i>How can I share my life through writing?</i></p>	<ul style="list-style-type: none"> ● Writers use all that they know about writing stories to choose a small moment from their lives and use that idea to stretch it across several pages. ● Writers use time-order words to organize a story. ● Writers use pictures to write a story. ● Writers plan how their stories will go by touching each page as they tell their story. ● Writers add details to their writing by thinking about where they were, who they were with, and what they were doing in their story. ● Writers draw pictures to illustrate their story. ● Writers write complete sentences. ● Writers write story sentences with a naming part, called the subject, and an action part. ● Writers capitalize the first word and write a period at the end of each sentence. ● Writers make their sentences more interesting by using exact nouns. ● Writers choose the right words to help readers experience what is happening. ● Writers label their pictures. ● Writers write story sentences that use exact verbs. ● Writers write to tell how the event made them feel. ● Writers write capital letters at the beginning of their sentences and periods in the end. ● Writers use uppercase and lowercase letters appropriately. ● Writers write sentences that tell what happened first, ● 	<p>Students should draw, label and write about things that happened in their lives. (Possible topics: A Difficult Time You Had, A Time You Were In Danger, A Time You Spent With Friends, A Special Family Time, A Time You Had Visitors, A Time You Interacted With Nature, A Time You Were Surprised, A Scary or Exciting Adventure You Had, A Time You Overcame a Problem, First Time You Were Able To Do Something, A Time You Used Your Imagination, A Time You Built Something)</p> <p>Suggested Mentor Texts:</p> <p><u><i>One Day, The End.: Short, Very Short, Shorter</i></u> by Rebecca Kai Dotlich</p> <p><u><i>Nana Upstairs, Nana Downstairs</i></u> by Tomie DePaola</p> <p><u><i>The Box of Treats</i></u> by Kevin Henkes</p> <p><u><i>The Snowy Day</i></u> by Ezra Jack Keats</p> <p><u><i>The Night of the Veggie Monster</i></u> by George McClements</p> <p><u><i>Fireflies!</i></u> by Julie Brinckloe</p> <p><u><i>If You Give a Mouse a Cookie</i></u> (and other books in the series) by Laura Joffe Numeroff (sequencing)</p> <p><u><i>The Napping House</i></u> by Audrey Wood (sequencing)</p> <p><u><i>The Mitten</i></u> by Jan Brett (sequencing)</p> <p><u><i>The Little Red Hen Makes a Pizza</i></u> by Philemon</p>

- next, and last in their story.
- Writers include details in their story sentences.
- Writers remember to leave spaces between their words.
- Writers remember to include their characters' reactions to what happens.
- Writers revise a story.
- Writers make changes to their stories by adding more details.
- Writers tell who the story is about and where it takes place and write or draw what happens in the beginning, middle, and end of the story
- Writers make sure the story events are in correct order.
- Writers include a reaction to events at the end of their story.
- Writers use what they know about letter sounds to help them write words.

Sturges

Stella Tells Her Story by Janiel Wagstaff (personal narrative)

The Leaving Morning by Angela Johnson (personal narrative)

Olivia by Ian Falconer (personal narrative/sequencing)

Do Like Kyla by Angela Johnson (personal narrative)

When I Was Five by Arthur Howard (personal narrative)

A Chair for My Mother by Vera Williams (personal narrative)

My Big Brother by Valorie Fisher (personal narrative)

Knuffle Bunny by Mo Willems

Knuffle Bunny Too by Mo Willems

Knuffle Bunny Free by Mo Willems

Bigmama's by Donald Crews

To incorporate the Common Core State Standard W.K.6, to "explore a variety of digital tools to produce and publish writing," you may choose to:

- Take digital photographs of shared experiences.
- Create a PowerPoint of writing with voice recordings.
- Use story-making applications on

		<p>Chromebooks.</p> <ul style="list-style-type: none">● Type final projects.● Share writing over school announcement system.● Have students project the written pieces using a document camera.
--	--	---

Essential Questions	Skills	Resources
<p>Language/Foundational Skills:</p> <p><i>What strategies can I use to read words fluently?</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review short vowel and consonant sounds. <input type="checkbox"/> Blend words with three sounds. <input type="checkbox"/> Review correct letter formation. <input type="checkbox"/> Practice proper pencil grip and sitting position while writing. <input type="checkbox"/> Recite letters in alphabetical order. <input type="checkbox"/> Spell cvc words. <input type="checkbox"/> Identify the title, author and illustrator. <input type="checkbox"/> Identify beginning, middle and ending sounds in words. <input type="checkbox"/> Introduce correct letter formation for uppercase letters A-Z. <input type="checkbox"/> Identify rhyming words. <input type="checkbox"/> Manipulate beginning sounds in words. <input type="checkbox"/> Practice reading with fluency and expression. <input type="checkbox"/> Blend and read words with fluency. <input type="checkbox"/> Introduce correct letter formation for uppercase letters IP. <input type="checkbox"/> Manipulate beginning/middle and ending sounds in words. <input type="checkbox"/> Practice reading with fluency and expression. <input type="checkbox"/> Ask and answer Who, What, When, Where, and How questions. <input type="checkbox"/> Identify the beginning and ending of a story. <input type="checkbox"/> Identify characters, problems and solution in a story. <input type="checkbox"/> <input type="checkbox"/> 	<p><u>Foundations:</u></p> <p><u>Teacher Materials:</u></p> <ul style="list-style-type: none"> • Echo and Baby Echo • Large Sound Cards • Standard Sound Cards • Large Letter Formation Grid • Letter Formation Guide • Vowel Extension Poster • Student Notebook • Bingo Square Sheet (PLC) • Scraps of Paper to cover Bingo Squares <p><u>Student Materials:</u></p> <ul style="list-style-type: none"> • Student Notebook • Dry Erase Writing Tablet • Foundations Letter Board & Tiles <p><u>Foundation Unit 2 Assessment</u></p> <p>Unit Test Recording Form for Unit 2</p> <p><u>Foundation Stories and Recommended Resources/Stories</u></p> <p>Old Black Fly On Market Street Alphabatics I spy: An Alphabet in Art ABC Baby Echo Finds Echo at Last I</p>

		<p><u>Foundation Headings:</u> Drill Sounds/Warm-Up, Introduce New Concepts, Sky Write/Letter Formation, Word Play, Student Notebook, Echo Letter Formation, Alphabetical Order, Echo/Find Letters, Make It Fun, Storytime, Student Notebook</p> <p><u>Foundation-Phonemic Awareness</u> Beginning, Ending Sounds Alphabetic Order, Rhyming Words Blending, Segmenting and Manipulation of Sounds</p>
--	--	---

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	<ul style="list-style-type: none"> • Single words • Phrases/chunks of language 	<ul style="list-style-type: none"> • Phrase level grammatical structures • Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> • Content related words • Social and instructional words and expressions
Emerging – Level 2	<ul style="list-style-type: none"> • Phrases or short sentences • Expression of ideas 	<ul style="list-style-type: none"> • Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • General content words and expressions • Social and instructional words and expressions across content areas
Developing – Level 3	<ul style="list-style-type: none"> • Some expanded sentences with emerging complexity • Expanded expression of one idea or multiple related ideas 	<ul style="list-style-type: none"> • Sentence patterns across content areas • Repetitive grammatical structures 	<ul style="list-style-type: none"> • Specific content language • Words or expressions with multiple meanings
Expanding – Level 4	<ul style="list-style-type: none"> • Some complex sentences • Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> • A variety of grammatical structures • Sentence patterns characteristic of content areas 	<ul style="list-style-type: none"> • Specific content area languages • Words and expressions with expressive meaning through the use of idioms and collocations
Bridging – Level 5	<ul style="list-style-type: none"> • Multiple complex sentences • Cohesiveness and coherency 	<ul style="list-style-type: none"> • Grammatical structures matched to purpose • Broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • 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
<p>Target Vocabulary glistens, jive, local, orchard, bloom, peck, scatter, speckled, store, tracks, wind, weather, season, evaporate, air, drifted, gathering, swirled, wisely, guard, huddle, nodded, pasture, silent, stampede, hibernate, adapt, temperature, melt, belongs, capture, nasty, sensitive, daily, herd, muscles, pattern, several, insect, mammal, fish, reptile, bird, idle, lounging, scampers, timid, burrow, desert, (beavers) lodge, patient, shade, soaring, habitat, environment, woodland, grassland, wetland, fireball, thinner, beautiful, misty, dazzling, distance, gazing, leaned, planet, tunnel, star, sun, moon, galaxy</p>	<ul style="list-style-type: none"> ● Houghton Mifflin Harcourt Journeys Text ● Houghton Mifflin Harcourt Journeys Diagnostic Assessment Book, Progress Monitoring Book, Language Literacy Guide. ● Houghton Mifflin Harcourt Moving into English 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • ELA SGO Assessment • DRA 2 • Weekly Lesson Assessment • Foundational Reading Assessment <p>Summative Assessment</p> <ul style="list-style-type: none"> • Unit Assessment <p>Alternative Assessment</p> <ul style="list-style-type: none"> • 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	<p>K-LS1-1</p> <ul style="list-style-type: none"> ● Students will create a nature mural after going for a walk and observing the natural world. Students will work with partners to collect information and samples about the plants and animals they see. Students will then present/share their information with the class.
<ul style="list-style-type: none"> ● Extra time for assigned task ● Adjust length of assignment ● Repeat, clarify, or re-word directions ● Short, manageable tasks ● Small group instruction 	<ul style="list-style-type: none"> ● Writing Challenge ● Independent Reading & Writing Projects ● Challenging reading materials 	

Differentiated Instruction

ELL

Level 1-Entering	Level 2-Emerging	Level 3-Developing
<ul style="list-style-type: none"> ☐ Scan the text and ask students what they see. ☐ Preview the text and assist students with identifying the author’s purpose. ☐ 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. 	<ul style="list-style-type: none"> ☐ Scan the text and ask students what they see. Provide a sentence frame: “I can see _____.” ☐ Preview the text and discuss why the author wrote the book. Help students give one-word answers in response to questions about the author’s purpose. • ☐ ☐ 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. 	<ul style="list-style-type: none"> ● Preview the text and ask students what they see as compared to what they see as they continue in the text. ● Partnerships can preview the text and give the sentence frame: <i>The author’s purpose is to _____,</i> ● Build prior knowledge by discussing things in the text that connect to real life. ● 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
<ul style="list-style-type: none"> ● Have students use details and then ask questions about what they see in the text. Partnerships can preview the text and give the sentence frame: <i>The author's purpose is to _____.</i> ● 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. 	<ul style="list-style-type: none"> ● Use details from the story to draw conclusions about characters in the story. ● Preview the text in partnerships and have one partner pretend to be the author while the other partner asks questions about the author's purpose and then have partners switch roles. ● 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. 	<ul style="list-style-type: none"> ● Use details to draw conclusions about characters in the story. ● Preview the text in partnerships and have one partner pretend to be the author while the other partner asks questions about the author's purpose and then have partners switch roles. ● 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.
Differentiated Instruction		
Special Education		504
<ul style="list-style-type: none"> • □ □ Audiobooks • □ □ Prompt hierarchy • □ □ Heavily scaffold questions after reading the story. □ □ 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 		<ul style="list-style-type: none"> • Graphic organizer • Peer tutor • Provide examples. • Adjust length of assignment • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Grade: Kindergarten	Content: English as a Second Language	
Unit: 4		Time Frame: 27-29 days
Kindergarten WIDA Can Do Descriptors: • Listening • Speaking • Reading • Writing • Oral Language WIDA ELP Standard 2-Language of Language Arts		
New Jersey State Standards: READING LITERATURE RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.6, RL.K.7, RL.K.9, RL.K.10 READING INFORMATIONAL TEXT RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.10 FOUNDATIONAL SKILLS RF.K.1a, RF.K.1b, RF.K.1c, RF.K.1d, RF.K.2d, RF.K.2e, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, RF.K.4 WRITING W.K.1, W.K.2, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8 SPEAKING AND LISTENING SL.K.1a, SL.K.1b, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 LANGUAGE L.K.1a, L.K.1b, L.K.1d, L.K.1f, L.K.2a, L.K.2b, L.K.2c, L.K.2d, L.K.2e, L.K.4a, L.K.4b, L.K.5a, L.K.5b, L.K.5c, L.K.5d, L.K.6		
Essential Question	Skills	Resources
Reading: <i>How can readers draw conclusions about the text?</i>	<ul style="list-style-type: none"> ● Learn about and use words from a literature selection. ● Identify and discuss details in a text. ● Identify the main idea of a text. ● Use information from the text to answer a question. ● Write a response to poetry. ● Read with purpose and understanding. ● Express thoughts and ideas clearly. ● Discuss and write about what was read. ● Listen to a book. ● Ask and answer questions about information in a text. 	Big Book <i>What Is Science?</i> <i>From Caterpillar to Butterfly</i> <i>Atlantic</i> <i>Sheep Take a Hike</i> <i>Curious George’s Dinosaur Discovery</i> Read Aloud Book <i>Dear Mr. Blueberry</i> <i>It Is the Wind</i> <i>One-Dog Canoe</i>

- Identify the sequence of events in a text.
- Examine and discuss an author's word choice.
- Explore the author's reasons for writing.
- Use information from the text to answer a question. Use illustrations and context to understand words in a text.
- Understand and use new words.
- Recall and gather information to answer a question.
- Ask and answer questions for clarification.
- Identify cause and effect in a story/text.
- Discuss characters' reactions when they discover something new.
- Talk about ways that characters in a story change.
- Draw and write in response to a story.
- Draw conclusions about a text.
- Use clues in a text to draw conclusions
-
-
-
-

Nicky and the Rainy Day
Duck & Goose

Paired Selection

Benjamin Franklin, Inventor
Anansi and Grasshopper
If You Ever
A Sailor Went to Sea, Sea, Sea
Ten Little Fishes
Undersea
The Three Billy Goats Gruff
The Builder and the Oni
Exploring Land and Water

Guided Reading Resources:

- Scholastic Library Books
- Journeys' Guided Reading Texts
 (Above, On and Below)

Essential Questions	Skills	Resources
<p>Writing: <i>How do writers draw and write to messages to express their opinions?</i></p>	<ul style="list-style-type: none"> ● Writers write facts and opinions. ● Writers understand that an opinion is a way you express how you think or feel about something. ● Writers tell how they feel about the book or topic ● Writers put the recipient’s name at the top, write the body of the message below that, and sign it. ● Writers draw a picture to illustrate their message Writers write messages (short letters) to people to tell about something and to explain their reasons for their opinions. ● Writers include all the parts of a message, in the right order to help the person reading the message understand it. ● Writers begin and end sentences in their messages correctly and capitalize the first letter of their names. ● Writers share their work with a partner. ● Writers write letters for different reasons. ● Writers include greetings and closings in their letters and write sentences for the body. ● Writers also draw pictures to convey the details of their friendly letter. ● Writers check that they have started each sentence with a capital letter and ended each with a period. ● Writers also check that they have included a comma after the greeting and after the closing and have used capital letters correctly. ● Writers write their own name in the closing. ● Writers share their letters with an audience. ● ● 	<p>Suggested Mentor Texts: <u><i>I Wanna Iguana</i></u> by Karen Kaufman Orloff <u><i>I Wanna New Room</i></u>, Karen Kaufman Orloff <u><i>Stella Writes an Opinion</i></u> by Janiel Wagstaff <u><i>You Can Write a Terrific Opinion Piece</i></u> by Jennifer Fandel <u><i>The Perfect Pet</i></u> by Margie Palatini <u><i>Pick a Picture, Write an Opinion!</i></u> By Kristen McCurry <u><i>In My Opinion!</i></u> by Deb Bird <u><i>Red is Best</i></u> by Kathy Stinson <u><i>Earrings!</i></u> (Aladdin Picture Books) by Judith Viorst <u><i>A Pig Parade Is a Terrible Idea</i></u> by Michael Ian Black <u><i>Click, Clack, Moo: Cows That Type</i></u> by Doreen Cronin <u><i>I Wanna Iguana</i></u> by Karen Orloff <u><i>Dear Mrs. LaRue</i></u> by Mark Teague <u><i>Corduroy Writes a Letter</i></u> by Alison Inches (based on character created by Don Freeman) <u><i>Dear Annie</i></u> by Judith Caseley <u><i>Jolly Postman</i></u> by Janet and Allan Ahlberg <u><i>Dear Mr. Blueberry</i></u> by Simon James <u><i>Dear Juna</i></u> by Soyung Pak <u><i>Little Red Writing</i></u> by Joan Holub <u><i>Show; Don't Tell! Secrets of Writing</i></u> by Josephine Nabisso</p>

Essential Questions	Skills	Resources
<p>Language/Foundation Skills: <i>How to tap and blend cvc words to read and spell more fluently?</i></p>	<ul style="list-style-type: none"> ● Review short vowel and consonant sounds. ● Identify long and short vowels. ● Blend words with three sounds. ● Practice proper pencil grip and sitting position while writing. ● Spell cvc words. ● Identify beginning, middle and ending sounds in words. ● Manipulate beginning/middle and ending sounds in words. ● Practice reading with fluency and expression. ● Ask and answer Who, What, When, Where, and ● Retell a story using key details ● Alphabetical Order ● Teach and review trick words (the, a, and, are, to, is, his, as, has, was). ● Fo ● Use correct capitalization and punctuation ● Draw illustrations to match details read aloud in a text. ● Identify the problem and solution in a story. ● 	<p>Fundations: <u>Teacher Materials:</u></p> <ul style="list-style-type: none"> • Echo and Baby Echo • Large Sound Cards • Standard Sound Cards • Large Letter Formation Grid • Letter Formation Guide • Vowel Extension Poster • Sentence Frames • Trick Word Flashcards • Echo Story Illustrations on large chart paper • Scooped story on large chart paper • Large chart paper • Unit Test Recording Form <p><u>Student Materials:</u></p> <ul style="list-style-type: none"> • Student Notebook • Dry Erase Writing Tablet ● Foundations Letter Board & Tile <p><u>Foundation Stories</u> Baby Echo Finds Echo at Last III</p> <p><u>Foundation Headings:</u> Drill Sounds/Warm-Up, Word Play, Alphabetical Order, Echo/Find Letters & Words, Listen For Sounds, Echo Letter Formation, Teach Trick</p>

		<p>Words, Dictation (Dry Erase), Make It Fun, Trick Word Practice, Storytime, Introduce New Concepts</p> <p><u>Foundation-Phonemic Awareness</u> Identify Beginning, Middle, Ending Sounds Blending, Segmenting and Manipulation of Sounds</p> <p><u>Foundation Recommended Stories</u> Miss Nelson Is Missing A baby Sister for Frances Good-Night Owl Make Way for Ducklings Curious George Sam Who Never Forgets We're Going On a Bear Hunt</p>
--	--	--

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	<ul style="list-style-type: none"> • Single words • Phrases/chunks of language 	<ul style="list-style-type: none"> • Phrase level grammatical structures • Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> • Content related words • Social and instructional words and expressions
Emerging – Level 2	<ul style="list-style-type: none"> • Phrases or short sentences • Expression of ideas 	<ul style="list-style-type: none"> • Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • General content words and expressions • Social and instructional words and expressions across content areas
Developing – Level 3	<ul style="list-style-type: none"> • Some expanded sentences with emerging complexity • Expanded expression of one idea or multiple related ideas 	<ul style="list-style-type: none"> • Sentence patterns across content areas • Repetitive grammatical structures 	<ul style="list-style-type: none"> • Specific content language • Words or expressions with multiple meanings
Expanding – Level 4	<ul style="list-style-type: none"> • Some complex sentences • Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> • A variety of grammatical structures • Sentence patterns characteristic of content areas 	<ul style="list-style-type: none"> • Specific content area languages • Words and expressions with expressive meaning through the use of idioms and collocations
Bridging – Level 5	<ul style="list-style-type: none"> • Multiple complex sentences • Cohesiveness and coherency 	<ul style="list-style-type: none"> • Grammatical structures matched to purpose • Broad range of sentences patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • 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
<p>Target Vocabulary fossils (n), geodes (n), geysers (n), glaciers (n), information, perhaps, pleased, pond, spurt, travel, ever, pumps (v), rush, tiny, creaks, hare, hinge, howling (wind), path, sways, metamorphosis, molt, chrysalis, larva, conquered, lapping, relatives, scraping, canoe, dew, glided, paddle, peered, crew, bicker (v), compass (n), hiking (adj.), tramp (v), blizzards, boring, cliffs, impossible, jungle, meadow, expected (v), display (n), museum (n), quarry (n), apologized, attention, confusion, notice, snooze, webbed</p>	<ul style="list-style-type: none"> ● Houghton Mifflin Harcourt Journeys Text ● Houghton Mifflin Harcourt Journeys Diagnostic Assessment Book, Progress Monitoring Book, Language Literacy Guide. ● Houghton Mifflin Harcourt Moving into English 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • ELA SGO Assessment • DRA 2 • Weekly Lesson Assessment • Foundational Reading Assessment <p>Summative Assessment</p> <ul style="list-style-type: none"> • Unit Assessment <p>Alternative Assessment</p> <ul style="list-style-type: none"> • 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	K-ESS3-1 <ul style="list-style-type: none"> Students will make a picture map to show if the selections from the unit live on land and in water. Students will present to their classmates.
<ul style="list-style-type: none"> Extra time for assigned task Adjust length of assignment Repeat, clarify, or re-word directions Short, manageable tasks Small group instruction 	<ul style="list-style-type: none"> Writing Challenge Independent Reading & Writing Projects Challenging reading materials 	

Differentiated Instruction		
ELL		
Level 1-Entering	Level 2-Emerging	Level 3-Developing
<ul style="list-style-type: none"> ☐ Scan a text and ask students to point to illustrations of events that happen first, next, and last. Scan the text and ask students what they see. Preview the text and assist students with identifying the author's purpose. 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. ☐ ☐ ☐ ☐ 	<ul style="list-style-type: none"> ☐ As you refer to the text, have students repeat after you as you tell what happens first, next, and last. Scan the text and ask students what they see. Provide a sentence frame: "I can see ____." Preview the text and discuss why the author wrote the book. Help students give one-word answers in response to questions about the author's purpose. 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. ☐ 	<ul style="list-style-type: none"> ● After reading to the text, ask students to identify the three important events and model retelling with those three important events. ● Preview the text and ask students what they see as compared to what they see as they continue in the text. ● Partnerships can preview the text and give the sentence frame: <i>The author's purpose is to _____.</i> ● Build prior knowledge by discussing things in the text that connect to real life. ● 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
<ul style="list-style-type: none"> ● After reading to the text, ask students to identify the three important events and assist students with retelling events in order using the words <i>first, next and last</i>. ● Have students use details and then ask questions about what they see in the text. Partnerships can preview the text and give the sentence frame: <i>The author's purpose is to _____,</i>" ● Ask student to tell about, describe, 	<ul style="list-style-type: none"> ● After reading the text, assist children with using short sentences to tell what happens <i>first, next, and last</i>. ● Use details from the story to draw conclusions about characters in the story. ● Preview the text in partnerships and have one partner pretend to be the author while the other partner asks questions about the author's purpose and then have partners switch roles. 	<ul style="list-style-type: none"> ● After reading the text, children work in partnerships and use short sentences to tell what happens <i>first, next, and last</i>. ● Use details to draw conclusions about characters in the story. ● Preview the text in partnerships and have one partner pretend to be the author while the other partner asks questions about the author's purpose and then have partners switch roles. ● As student to tell "Why do you think....?" or "What
<ul style="list-style-type: none"> ● explain. <p>Encourage students to use full sentences when identifying main ideas and details in illustrated texts.</p> <ul style="list-style-type: none"> ● Make modifications to assignments and tests, so the student will not be overwhelmed. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● would you recommend?" <p>Make modifications to assignments and tests as necessary.</p> <ul style="list-style-type: none"> ● Students should have a list of target words for each unit of study.

Differentiated Instruction

Special Education

504

- □ Introduce skills with simpler text.
Review vocabulary before reading texts using it in context and showing pictorial representations of the words.
- □ □ □ 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

- Work in partnerships.
- Ask students to recall what they remember from the text.
- Graphic organizer
- Peer tutor
- Provide examples.
- Adjust length of assignment
- Repeat clarify or reword directions
- Small group instruction
- Brief concrete directions
- Provide immediate feedback
- Visual graphic organizers

Grade: Kindergarten	Content: English as a Second Language	
Unit: 5		Time Frame: 27-28 days
Kindergarten WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language WIDA ELP Standard 2-Language of Language Arts		
<p>New Jersey State Standards:</p> <p>READING LITERATURE RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.6, RL.K.7, RL.K.9, RL.K.10</p> <p>READING INFORMATIONAL TEXT RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10</p> <p>FOUNDATIONAL SKILLS RF.K.1a, RF.K.1b, RF.K.1d, RF.K.2d, RF.K.2e, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, RF.K.4</p> <p>WRITING W.K.1, W.K.2, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8</p> <p>SPEAKING AND LISTENING SL.K.1a, SL.K.1b, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6</p> <p>LANGUAGE L.K.1a, L.K.1b, L.K.1d, L.K.1c, L.K.1f, L.K.2a, L.K.2b, L.K.2c, L.K.2d, L.K.2e, L.K.4b, L.K.4a, L.K.5a, L.K.5b, L.K.5c, L.K.6</p>		
Essential Question	Skills	Resources
<p>Reading: <i>How do the parts of a story/text work together to help a reader comprehend the text?</i></p>	<ul style="list-style-type: none"> ● Discuss story events in order. ● Discuss an author’s choice of words. ● Learn about and use new words. ● Identify details in a text. ● Identify details in a poem. ● Use details in a text to answer questions. ● Write about favorite parts of a text. ● Ask and answer questions about a text. ● Discuss the problem in a story and its solution. ● Discuss the sequence of events in a story. 	<p>Big Book <i>Zin! Zin! Zin! a Violin</i> <i>Leo the Late Bloomer</i> <i>Zinnia’s Flower Garden</i> <i>Chameleon, Chameleon</i> <i>Pie in the Sky</i></p> <p>Read Aloud Book <i>Simon and Molly plus Hester</i></p>

- Use details in a text to answer a question.
- Recognize common types of texts.
- Describe people, places, things, and events.
- Discuss the organization of information in a text.
- Discuss how text and graphic features in a text give readers' information.
- Use information from the text to answer a question.
- Write a response to informational text.
- Recall or gather information to answer a question.
- Draw conclusions about information in a text.
- Discuss information in an informational text.
- Discuss the author's purpose for writing.
- Utilize information from the text to answer questions.
- Summarize the information in a text.
- Learn about and use new words.
- Read with purpose and understanding.
-

A Tiger Grows Up
Oscar and the Frog
Red Eyes or Blue Feathers
Bread Comes to Life

Paired Selections

Celebration
The Lobsters and the Fiddler Crab
"The More We Get Together"
"Make New Friends
"What Can a Baby Animal Do?"
"Growing Sunflowers"
"Amazing Animal Bodies"
"From Apple Tree to Store"

Guided Reading Resources:

- Scholastic Library Books
- Journeys' Guided Reading Texts
(Above, On and Below)

Essential Questions	Skills	Resources
<p>Informative Writing: <i>How do writers compose informative texts in which they name what they are writing about and supply some information about the topic?</i></p>	<ul style="list-style-type: none"> ● Writers generate possible topics by making lists, such as: Dangerous Animals, My Favorite Books, Things I Like to Do on The Playground, My Favorite Food (Dessert, Sports, Toys, Games, Places, etc...). ● Writers use their best spelling and ● handwriting. Writers use phonetic spellings for words they do not know. ● Writers write informational how-to texts to help teach readers how to do something. ● Writers use numbers to indicate items on a list and to help readers know the order of the things. ● Writers make a numbered list to show these steps. ● Writers draw pictures to help readers understand their books. ● Writers write a title for their books. ● Writers use what they know about letters and sounds to try to write a letter for each sound they hear in a word. Remind children that the word I is written with a capital letter. ● Writers understand that informational text is a piece of writing that tells facts, or things that are true. ● Writers choose a topic that they are interested in learning about and read about their topic. ● Writers take notes for their informational text by writing words or drawing pictures. ● Writers will make a list of facts. ● Writers choose 2–3 facts and write them in sentence form, then draw a picture. 	<p>Suggested Mentor Texts:</p> <ul style="list-style-type: none"> -Teachers should have an array of nonfiction texts for students to use as a resource when researching topics to write about. -Provide children with Internet web pages, books, and other resources to learn some facts about their topic. <p><i><u>Oliver's Must-Do List</u></i> by Susan Taylor Brown <i><u>Bunny Cakes</u></i> by Rosemary Wells <i><u>Very Silly Lists</u></i> by Tony Bradman <i><u>Peter Clause and the Naughty List</u></i> by Lawrence David <i><u>Marti and Mango</u></i> by Daniel Morton <i><u>The Boy's Book of Lists</u></i> by David Langston <i><u>Amelia Bedelia and the Christmas List</u></i> by Herman Parish <i><u>A Porc in New York</u></i> by Catherine Stock <i><u>So Few of Me</u></i> by Peter H. Reynolds <i><u>Little by Little</u></i> by Amber Stewart <i><u>Wallace's Lists</u></i> by Barbra Bottner <i><u>Grandma's Lists</u></i> by Rozanne Williams Lanczak <i><u>How to Wash a Woolly Mammoth</u></i> by Michelle Robinson <i><u>How to Teach a Slug</u></i> to Read by Susan Pearson <i><u>How to Make Slime</u></i> by Lori Shores <i><u>How to Make Bubbles</u></i> by Erika L. Shores <i><u>How to Read a Story</u></i> by Kate Messner <i><u>How to Make a Pancake</u></i> by Dave Max</p>

- Writers write all the parts of their informational text.
- Writers include their names as authors.
- Writers share their writing.
- Writers write labels, and captions to give readers more information.
- Writers use letter-sound correspondences they know to spell words.
- Writers to use digital tools, if available, to edit and publish their drafts.
- Writers check to make sure that all their sentences begin with capital letters, end with correct punctuation, and put spaces between words.

How to Babysit a Grandpa by Jean Reagan
How to Surprise a Dad by Jean Reagan
How to Babysit a Grandma by Jean Reagan

Essential Questions	Skills	Resources
<p>Language/Foundational Skills: <i>How to tap and blend sounds including digraphs to read and spell words with fluency?</i></p> <p><i>How does understanding conventions help me become a better reader and writer?</i></p>	<ul style="list-style-type: none"> • Review short vowel and consonant sounds. • Identify long and short vowels. • Blend words with three sounds. • Practice proper pencil grip and sitting position while writing. • Spell cvc words. • Identify beginning, middle and ending sounds in words. Manipulate beginning/middle and ending sounds in words. • Introduce digraphs (wh, ch, sh, th, ck). • Practice reading with fluency and expression. • Teach and review trick words (we, she, he, be, me, I, you, they, or, for). • Form letters correctly. • Use correct capitalization and punctuation. • Retell a story using key details. • Identify the author, illustrator and title of a story. • Teach the difference between fiction and nonfiction texts Make predictions before reading. • Describe the characters, setting and main event in a story. • Teach and review –ck spelling pattern • Practice reading with fluency and expression. • • • • • 	<p>Fundations: <u>Teacher Materials:</u></p> <ul style="list-style-type: none"> • Echo and Baby Echo • Large Sound Cards • Standard Sound Cards • Large Letter Formation Grid • Letter Formation Guide • Vowel Extension Poster • Sentence Frames • Trick Word Flashcards • Large Chart Paper • Unit Test Recording Form <p><u>Student Materials:</u></p> <ul style="list-style-type: none"> • Student Notebook • Dry Erase Writing Tablet • Foundations Letter Board & Tile <p>Fundation Recommended Stories Miss Nelson Is Missing A baby Sister for Frances Good-Night Owl Make Way for Ducklings Curious George Sam Who Never Forgets We're Going On a Bear Hunt Cod Fish I, II Hello Fish! Visiting the Coral Reef</p>

		<p><u>Foundation Headings:</u> Drill Sounds/Warm-Up, Introduce New Concepts, Student Notebook, Word Play, Teach Trick Words, Make It Fun, Echo Letter Formation, Dictation (Dry Erase), Storytime, Word Play, Echo/Find Letters & Words,</p> <p><u>Foundation-Phonemic Awareness</u> Phoneme Segmentation</p>
--	--	---

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	<ul style="list-style-type: none"> • Single words • Phrases/chunks of language 	<ul style="list-style-type: none"> • Phrase level grammatical structures • Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> • Content related words • Social and instructional words and expressions
Emerging – Level 2	<ul style="list-style-type: none"> • Phrases or short sentences • Expression of ideas 	<ul style="list-style-type: none"> • Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • General content words and expressions • Social and instructional words and expressions across content areas
Developing – Level 3	<ul style="list-style-type: none"> • Some expanded sentences with emerging complexity • Expanded expression of one idea or multiple related ideas 	<ul style="list-style-type: none"> • Sentence patterns across content areas • Repetitive grammatical structures 	<ul style="list-style-type: none"> • Specific content language • Words or expressions with multiple meanings
Expanding – Level 4	<ul style="list-style-type: none"> • Some complex sentences • Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> • A variety of grammatical structures • Sentence patterns characteristic of content areas 	<ul style="list-style-type: none"> • Specific content area languages • Words and expressions with expressive meaning through the use of idioms and collocations
Bridging – Level 5	<ul style="list-style-type: none"> • Multiple complex sentences • Cohesiveness and coherency 	<ul style="list-style-type: none"> • Grammatical structures matched to purpose • Broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • 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
<p>Target Vocabulary: especially (adv.), market (n), messy (adj.), sometimes (adv.) , bloomer (n), patience (n), signs (n), sloppy (adj.), fragrant (adj.), inspects (v), pesky (adj.), sprinkles (v), danger (n), juicy (adj.), peaceful (adj.), poisonous (adj.), buds (n), damp (adj.), feast (n), finally (adv.), idea, just, plain, teach, together, until, blend, (tiger) cub, den, pounces, prey, scraps, tadpole, stared, gills, hatch, shrink, (river) bank, communicate, mood, scent, sly, survive, temperature, crop, golden, patch, sprout, sturdy, grind, practice, rehearsal, perform, applause, mature, develop, height, ability, nutrients, sprout, sunlight, soil, water, adapt, disguise, predator, prey, blend, crop, harvest, fruit, grains, vegetables</p>	<ul style="list-style-type: none"> ● Houghton Mifflin Harcourt Journeys Text ● Houghton Mifflin Harcourt Journeys Diagnostic Assessment Book, Progress Monitoring Book, Language Literacy Guide. ● Houghton Mifflin Harcourt Moving into English 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • ELA SGO Assessment • DRA 2 • Weekly Lesson Assessment • Foundational Reading Assessment <p>Summative Assessment</p> <ul style="list-style-type: none"> • Unit Assessment <p>Alternative Assessment</p> <ul style="list-style-type: none"> • 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	K-PS3-1
<ul style="list-style-type: none"> • • Extra time for assigned task • Adjust length of assignment • Repeat, clarify, or re-word directions • Short, manageable tasks • Small group instruction 	<ul style="list-style-type: none"> • Writing Challenge • Independent Reading & Writing Projects • Challenging reading materials 	<ul style="list-style-type: none"> • Students will make a terrarium to see how soil, water, and sunlight make changes happen in seeds. Students will work with partners to collect information. Students will share/present their final projects with the class.

Differentiated Instruction		
ELL		
Level 1-Entering	Level 2-Emerging	Level 3-Developing
<ul style="list-style-type: none"> □ Preview the text and name story elements as you identify them. Students should repeat after you. □ Scan a text and ask students to point to illustrations of events that happen first, next, and last. □ 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. 	<ul style="list-style-type: none"> □ Ask students to identify the characters and setting of a familiar story. □ As you refer to the text, have students repeat after you as you tell what happens first, next, and 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. 	<ul style="list-style-type: none"> • As a group, identify character and setting using sentence frames, “The characters in the story are _____. The setting in the story is _____.” • After reading to the text, ask students to identify the three important events and model retelling with those three important events. • Build prior knowledge by discussing things in the text that connect to real life. • 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
<ul style="list-style-type: none"> Partners can work together to identify the characters and setting of a story. After reading to the text, ask students to identify the three important events and assist students with retelling events in order using the words <i>first, next and last</i>. 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. 	<ul style="list-style-type: none"> Children can work independently to identify the story structure of a familiar story. After reading the text, assist children with using short sentences to tell what happens <i>first, next, and last</i>. 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. 	<ul style="list-style-type: none"> Children can work independently to identify the story structure of a familiar story. After reading the text, children work in partnerships and use short sentences to tell what happens <i>first, next, and last</i>. 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.

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> Introduce skills with simpler text. □ Review vocabulary before reading texts using it in context and showing pictorial representations of the words. □ □ □ 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 	<ul style="list-style-type: none"> Work in partnerships. Provide audio of the text to assist students with comprehension. Ask students to recall what they remember from the text. Graphic organizer Peer tutor Provide examples. Adjust length of assignment Repeat clarify or reword directions Small group instruction Brief concrete directions Provide immediate feedback Visual graphic organizers

Grade: Kindergarten	Content: English as a Second Language	
Unit: 6	Time Frame: 25-26 days	
Kindergarten WIDA Can Do Descriptors: • Listening • Speaking • Reading • Writing • Oral Language WIDA ELP Standard 2-Language of Language Arts		
New Jersey State Standards: READING LITERATURE RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.10 READING INFORMATIONAL TEXT RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.6, RI.K.10 FOUNDATIONAL SKILLS RF.K.1a, RF.K.1b, RF.K.1c, RF.K.1d, RF.K.2b, RF.K.2d, RF.K.2e, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, RF.K.4 WRITING W.K.1, W.K.2, W.K.5, W.K.6, W.K.7 SPEAKING AND LISTENING SL.K.1a, SL.K.1b, SL.K.2, SL.K.3, SL.K.4, SL.K.6 LANGUAGE L.K.1b, L.K.1c, L.K.1e, L.K.1f, L.K.2a, L.K.2c, L.K.2d, L.K.4a, L.K.4b, L.K.5a, L.K.5b, L.K.5c, L.K.5d, L.K.6		
Essential Question	Skills	Resources
Reading: <i>How does reading help teach about the world around you?</i>	<ul style="list-style-type: none"> ● Practice drawing conclusions about a text ● Retell a story. ● Learn and use new words. ● Draw conclusions about a text. ● Discuss genre. ● Write a response to a story. ● Ask and answer questions about a text to ensure understanding. ● Describe people, places, things, and events. ● Express thoughts, feelings, and ideas clearly. ● Compare and contrast elements of a text. 	Big Book <i>Kitten’s First Full Moon</i> <i>One of Three</i> <i>You Can Do It, Curious George!</i> <i>Look at Us</i> <i>Miss Bindergarten Celebrates the Last Day of Kindergarten</i> Read Aloud Book <i>Curious George Makes Pancakes</i>

- Use information from a text to answer a question.
 - Discuss characters, settings, and story events.
 - Discuss the themes of the story.
 - Reread a story for understanding.
 - Examine and discuss story structure.
 - Discuss genre.
 - Read with purpose and understanding.
 - Discuss an author's purpose for writing.
 - Identify the main idea and supporting details of a text.
- Write a response to an informational text.
- Acquire and use domain-specific vocabulary
 - Discuss characters and their motivations.
 - Discuss a story's characters and their feelings.
 -

Someone Bigger
The Little Engine That
Could
Baby Brains Pet
Show!

Paired Selection

Drinking Fountain
The Puppy Chased the Sunbeam
Silvery
Moon Boat
Cross-Country Trip
Poems About Things You Can Do
Whistling
Time to Play
By Myself
The Three Little Pigs
Schools Then and Now

Guided Reading Resources:

- Scholastic Library Books
- Journeys' Guided Reading Texts (Above, On and Below)

Essential Question	Skills	Resources
<p>Opinion Writing:</p> <p><i>How do writers draw and write to express their opinions about books?</i></p>	<ul style="list-style-type: none"> ● Writers draft a literature response. Writers ● write their opinions about the characters and events of a book they know well. Writers ● express their opinions in full sentences. Writers provide reasons for their opinions. ● Writers write and draw a picture of the part of the story that made them feel happy. ● Writers share their literature responses with others. ● Writers write a capital letter at the beginning of each of their sentences and a period, question mark, or exclamation point at the end of each sentence. ● Writers publish their responses. ● Writers put spaces between the words of their sentences. ● ● 	<p>Classroom Library Books</p> <p>Texts that have been read as a class</p>

Essential Question	Skills	Resources
<p>Language/Foundational Skills:</p> <p><i>How to tap and blend sounds in words to read and spell more fluently?</i></p>	<ul style="list-style-type: none"> ● Review short vowel and consonant sounds. ● Identify long and short vowels. □ Blend words with three sounds. □ Practice proper pencil grip and sitting position while writing. □ Spell cvc words. ● Identify beginning, middle and ending sounds in words. ● Manipulate beginning/middle and ending sounds in words. ● Practice reading with fluency and expression. ● Teach and review trick words (of, have, from, by, my, do, one). ● Form letters correctly. ● Use correct capitalization and punctuation. ● Teach the difference between fiction and nonfiction texts. ● Identify the title, author and illustrator. ● Identify important facts using an informational text. ● Identify the characters, setting, main events, problem and solution of a narrative text. 	<p><u>Foundations:</u></p> <p><u>Teacher Materials:</u></p> <ul style="list-style-type: none"> • Echo and Baby Echo • Large Sound Cards • Standard Sound Cards • Large Letter Formation Grid • Letter Formation Guide • Vowel Extension Poster • Sentence Frames • Trick Word Flashcards • Narrative and Informational Stories • Unit Test Recording Form <p><u>Student Materials:</u></p> <ul style="list-style-type: none"> • Student Notebook • Dry Erase Writing Tablet • Foundations Letter Board & Tile <p><u>Foundation Recommended Stories</u></p> <p><u>Narrative-</u> Owl Moon The Grouchy Ladybug The Very Hungry Caterpillar</p> <p><u>Informational-</u> All About Owls Owls: Whoo Are They? Ladybugs Caterpillar to Butterfly</p>

		<p><u>Foundation Headings:</u> Drill Sounds/Warm-Up, Introduce New Concepts, Echo/Find Letters & Words, Word Play, Teach Trick Words, Make It Fun, Dictation (Dry Erase), Echo/Letter Formation, Storytime, Introduce New Concepts</p> <p><u>Foundation-Phonemic Awareness</u> Phoneme Segmentation</p>
--	--	---

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	<ul style="list-style-type: none"> • Single words • Phrases/chunks of language 	<ul style="list-style-type: none"> • Phrase level grammatical structures • Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> • Content related words • Social and instructional words and expressions
Emerging – Level 2	<ul style="list-style-type: none"> • Phrases or short sentences • Expression of ideas 	<ul style="list-style-type: none"> • Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • General content words and expressions • Social and instructional words and expressions across content areas
Developing – Level 3	<ul style="list-style-type: none"> • Some expanded sentences with emerging complexity • Expanded expression of one idea or multiple related ideas 	<ul style="list-style-type: none"> • Sentence patterns across content areas • Repetitive grammatical structures 	<ul style="list-style-type: none"> • Specific content language • Words or expressions with multiple meanings
Expanding – Level 4	<ul style="list-style-type: none"> • Some complex sentences • Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> • A variety of grammatical structures • Sentence patterns characteristic of content areas 	<ul style="list-style-type: none"> • Specific content area languages • Words and expressions with expressive meaning through the use of idioms and collocations
Bridging – Level 5	<ul style="list-style-type: none"> • Multiple complex sentences • Cohesiveness and coherency 	<ul style="list-style-type: none"> • Grammatical structures matched to purpose • Broad range of sentences patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • 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
<p>Target Vocabulary seemed, sprang, stretched, tumbled, since (adv.), invited (v), remember (v), triplets (n), prize (n), different (adj.), chef (n), slope (n), projects (n), visitors (n), scared (adj.), proud (n), attendance (n), balance (v), perfume (n), success (n), assistant, enormous, generous, mayor, shocked, volunteers , creatures, firmly, kite, launched (a kite), light, replied, bellowed, dingy, rumbled, valley, waiters, weary, certainly, embarrassed, languages, mumbled, popular, study, announced, entrance, expect, favorite, independent, judge</p>	<ul style="list-style-type: none"> ● Houghton Mifflin Harcourt Journeys Text ● Houghton Mifflin Harcourt Journeys Diagnostic Assessment Book, Progress Monitoring Book, Language Literacy Guide. ● Houghton Mifflin Harcourt Moving into English 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • DRA 2 • Weekly Lesson Assessment • Foundational Reading Assessment • Journey’s Progress Monitoring Assessment <p>Summative Assessment</p> <ul style="list-style-type: none"> • Unit Assessment <p>Alternative Assessment</p> <ul style="list-style-type: none"> • 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	K.CC.A.3
<ul style="list-style-type: none"> ● Extra time for assigned task ● Adjust length of assignment ● Repeat, clarify, or re-word directions ● Short, manageable tasks ● Small group instruction 	<ul style="list-style-type: none"> ● Writing Challenge ● Independent Reading & Writing Projects ● Challenging reading materials 	<ul style="list-style-type: none"> ● Students will make and use a calendar to remember events that took place during the school year. Students will work with partners to collect information. Students will share/present their final projects with the class.

Differentiated Instruction

ELL

Level 1-Entering	Level 2-Emerging	Level 3-Developing
<ul style="list-style-type: none"> □ Have students draw two characters from the text and assist them with using short phrases to tell one way they are alike and how they are different. □ Preview the text and name story elements as you identify them. Students should repeat after you. □ 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. 	<ul style="list-style-type: none"> □ Students should draw two characters from the text and assist them with using <i>and</i> and <i>but</i> to tell one way that characters are alike and one way they are different. □ Ask students to identify the characters and setting of a familiar story. • □ □ Choral Reading <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> ● Partnerships can review the text and take turns comparing and contrasting characters using <i>and</i> and <i>but</i> in their sentences. ● As a group, identify character and setting using sentence frames, “The characters in the story are _____. The setting in the story is _____.” ● Build prior knowledge by discussing things in the text that connect to real life. ● 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
<ul style="list-style-type: none"> ● Partnerships can review the text and take turns comparing and contrasting characters using <i>and</i> and <i>but</i> in their sentences. ● Partners can work together to identify the characters and setting of a story. ● After reading to the text, ask students to identify the three important events and assist students with retelling events in order using the words <i>first</i>, <i>next</i> and <i>last</i>. ● 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. 	<ul style="list-style-type: none"> ● Work in partnerships to explain how characters are alike and different. ● Children can work independently to identify the story structure of a familiar story. After reading the text, assist children with using short sentences to tell what happens <i>first</i>, <i>next</i>, and <i>last</i>. ● 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. 	<ul style="list-style-type: none"> ● Write how characters are alike and different. ● Children can work independently to identify the story structure of a familiar story. ● After reading the text, children work in partnerships and use short sentences to tell what happens <i>first</i>, <i>next</i>, and <i>last</i>. ● 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.

Differentiated Instruction

Special Education	504
<p>Illustrate to demonstrate comprehension.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide text on individual reading levels. <input type="checkbox"/> Read the text aloud. <input type="checkbox"/> Extra time for assigned tasks <input type="checkbox"/> Provide a warning for transitions <input type="checkbox"/> Buddy students with peers <input type="checkbox"/> Provide immediate feedback <input type="checkbox"/> Visual and verbal reminders <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> • Work in partnerships. • Provide audio of the text to assist students with comprehension. • Ask students to recall what they remember from the text. • Graphic organizer • Peer tutor • Provide examples. • Adjust length of assignment • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback

	<ul style="list-style-type: none">• Visual graphic organizers
--	---