English as a Second Language
Kindergarten Curriculum

"One language sets you in a corridor for life. Two languages open every door along the way."
-Frank Smith, Psycholinguist

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Randolph Township Schools
Department of English as a Second Language
ESL - Kindergarten

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Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools
Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the State's Standards. The curriculum addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for state assessment. The Curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION
EDUCATIONAL GOALS
VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:
- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools
Department of English as a Second Language
Kindergarten ESL

Introduction

Deepening student understanding of the culture and language of their new homeland, the Randolph Township Schools' English as a Second Language (ESL) curriculum enables students who are non-native speakers of English to effectively use content knowledge and skills to develop within their new linguistic community. With academic language development and successful social communication as its goals, the ESL program addresses the needs of its growing population of English Language Learners (ELLs) from around the globe. Our curriculum is intended to provide our linguistically and culturally diverse students with the foundation for their success in our schools.

This curriculum aligns the WIDA (World Class Instructional Design and Assessment) standards and the NJ Student Learning standards within the Understanding by Design framework. It integrates the six levels of English language proficiency within the language domains of listening, speaking, reading and writing. According to WIDA, its English language development standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools in the following areas: Social and Instructional, Language Arts, Mathematics, Science, and Social Studies; these five areas provide the foundation of this curriculum.

The Kindergarten ESL program provides instruction in English to non-native speakers of English. It will reinforce and develop vocabulary, listening and speaking comprehension skills as well as writing and reading a variety of texts in English. All of these skills will allow the student to become successful in academic as well as social interactions.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
Kindergarten ESL

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
4 weeks	I	Welcome to a New Start
8 weeks	II	Changes in Seasons and Weather
8 weeks	III	Self and Family
8 weeks	IV	Exploring Different Communities
8 weeks	V	Life's Changes

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJSLS ELA **Reading Literature** RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.K.3. With prompting and support, identify characters, settings, and major events in a story. RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). RL.K.10. Actively engage in group reading activities with purpose and understanding. **Reading Informational** RI.K.1. With prompting and support, ask and answer questions about key details in a text. RI.K.2. With prompting and support, identify the main topic and retell key details of a text. RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. RI.K.5. Identify the front cover, back cover, and title page of a book. RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person,	When coming to a new school, there are resources we can use to help us be successful including teachers and other students.	● How do we use the resources in our school?
	There are many ways that we can get to know new individuals.	● What are some good ways we can make new friends in school?
	There are certain strategies and behaviors that help us all connect with each other and learn together.	● How do we communicate and interact effectively?
	KNOWLEDGE	**SKILLS**
	Students will know:	**Students will be able to perform the following (based on ELP levels in Appendix A – Can Do Descriptors):**
	There are many resources that we can use to help us be successful in school.	Identify and categorize different school resources and how to utilize them correctly and effectively.
	There are social behaviors that are common in American culture, such as personal space, eye contact, conversational wait time, voice control, body language, and taking turns. These are sometimes different than the social behaviors they are used to.	Utilize acceptable social behaviors that are expected in American culture.
	Listening comprehension can be aided by asking for more information or clarification.	Listen to descriptions and communicate when clarification is needed.
	Classroom routines and teacher designated activities all help us to be successful in the classroom.	Identify and follow important classroom routines and participate in teacher-designated activities.
	Each sound corresponds to a letter.	Match letters to their appropriate sound(s).

place, thing, or idea in the text an illustration depicts).	Words are formed by phonemes and divided into syllables.	Hear different words that are being spoken and identify the different sounds and count out syllables.
RI.K.10. Actively engage in group reading activities with purpose and understanding.	In order to understand a story that is being told, it is necessary to identify the different story elements; characters, narrator, settings, and major events.	Identify story elements in order to aid in listening comprehension.
Reading Foundational Skills RF.K.1. Demonstrate understanding of the organization and basic features of print.		
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Parts of a story are interconnected in many ways.	Make connections between parts of a story, such as characters, events, or ideas.
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	Looking at illustrations and details are some ways of getting meaning from a text.	Utilize illustrations, details, and other supports to derive meaning from text.
RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.	Reading is an activity that can be shared for enjoyment and to aid in comprehension.	Read in a group for enjoyment and comprehension purposes.
Writing W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	There are different parts of a book that aid in introducing us to the story.	Review the different parts of a book and use this information to learn more about the story before reading it.
	Describing things helps a listener understand more.	Describe things to a peer or adult.
Speaking and Listening SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.	We are understood when we speak clearly and completely. Expressing information, having opinions, or telling a story can be possible through a variety of media, including drawing, dictating, and writing.	Express thoughts and ideas clearly and completely. Draw, dictate, or write to convey information, express an opinion or tell a story.
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Visuals aid in comprehension.	Add a visual representation to provide more information.
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. **Language**	**Vocabulary (see Appendix B - Letter Order):** school, me, friend, book, gym, library, to, today, tomorrow, I, you, my	

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
WIDA ELD 1 English language learners communicate for Social and Instructional purposes within the school setting. ELD 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. ELD 5 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.		

ASSESSMENT EVIDENCE: Students will show their learning by:
- Naming letters for the unit (see Appendix B).
- Identifying letters after listening to the name.
- Identifying the phonemes of letters of the unit.
- Saying vocabulary words using pictures.
- Explaining how resources in the school help us.
- Sorting pictures of things at school and things at home.
- Describing things and people in the school.

KEY LEARNING EVENTS AND INSTRUCTION:
- Total Physical Response (TPR)
- Teaching Proficiency through Reading and Storytelling (TPRS)
- Flash Cards
- Songs
- Authentic readings
- Listening activities
- Realia usage when possible

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Kindergarten ESL
UNIT I: Welcome to a New Start

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 weeks	**Unit I – Welcome to a New Start** ● School environment ● Communication/conversation skills ● Academic skills	**Suggested Resources:** School Agenda Variety of activities (2 truths and one lie, Find someone who…) Newcomers in Community (everythingesl.net by Judie Haynes) Flash cards Cornerstone Phonics and Word Analysis Kit Cornerstone Pockets Unit 1: People at school Brainpop Jr. Brainpop ESL Hands-On English: Unit A School

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJSLS ELA **Reading Literature** RL.K.4. Ask and answer questions about unknown words in a text. RL.K.5. Recognize common types of texts (e.g., storybooks, poems). **Reading Informational** RI.K.1. With prompting and support, ask and answer questions about key details in a text. RI.K.2. With prompting and support, identify the main topic and retell key details of a text. RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. RI.K.5. Identify the front cover, back cover, and title page of a book. RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). RI.K.9. With prompting and support, identify basic similarities in and differences between	Seasons change and have their own distinctive characteristics.	● How are seasons different?
	Each season has its own unique activities, which are impacted by the weather.	● How do seasons and the weather affect our surroundings and us?
	Seasons are connected to months of the year and days of the week.	● How do we measure the seasons in regards to the months of the year?
	KNOWLEDGE	**SKILLS**
	Students will know:	**Students will be able to perform the following (based on ELP levels in Appendix A – Can Do Descriptors):**
	There are different seasons dependent upon where one lives.	Differentiate between location and seasons.
	Weather patterns are not the same around the world.	Compare and contrast seasons and weather in their native countries with New Jersey.
	Seasons have their own characteristics.	Explain the characteristics of different seasons.
	There are activities that are appropriate for different seasons.	Compare and contrast activities and situations in different seasons.
	Time is measured in seconds, minutes, hours, days, weeks and months through the course of the year.	Measure time in a variety of ways.
	A book is created through collaboration.	Find the name of the author and illustrator of a text.
		Identify the roles of author and illustrator.

two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI.K.10. Actively engage in group reading activities with purpose and understanding. **Reading Foundational Skills** RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. **Writing** W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **Speaking and Listening** SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Words are formed by phonemes and divided into syllables. Each sound corresponds to a letter. Using word maps, matching, and using context help in acquiring vocabulary necessary for reading comprehension. An informational text has a main idea with key details to support it. Looking at headings, visuals, table of contents, and captions aids in comprehension of a text. Different texts have similarities as well as differences, even if on the same topic. Reading practice helps develop fluency and comprehension. Sharing information collaboratively helps to expand our knowledge. Describing things helps a listener understand more. Visuals aid in comprehension. We are understood when we speak clearly and completely. Using appropriate conventions of standard English gives clarity to our speech. **Vocabulary:** letter order, seasons, fall, winter, spring, summer, trees, leaf, snow, rain, wind, cold, hot, months, in, the, are, is	Hear different words that are being spoken and identify the different sounds and count out syllables. Match letters to their appropriate sound(s). Comprehend informational text as a result of strengthening vocabulary skills. Extract key details in an informational text and relate it to the main topic. Use supports and strategies embedded in a text to aid in comprehension. Compare and contrast two different texts on the same topic. Practice reading with the purpose of developing fluency and comprehension. Communicate and collaborate with peers about a kindergarten topic or text. Describe things to a peer or adult. Add a visual representation to provide more information. Express thoughts and ideas clearly and completely. Use appropriate conventions of standard English when speaking.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. **Language** L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **WIDA** ELD 1 English language learners communicate for Social and Instructional purposes within the school setting. ELD 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. ELD 3 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math.. ELD 4 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.		

ASSESSMENT EVIDENCE: Students will show their learning by:
- Naming the seasons of the year.
- Identifying the letters of the unit (See Appendix B).
- Saying the phonemes of the letters of the unit.
- Sorting pictures (clothing and foods) associated to the seasons.
- Matching season words and pictures.
- Writing about the seasons.
- Labeling pictures associated with the seasons, such as clothes and toys.
- Discussing the topic with peers using new information learned.

KEY LEARNING EVENTS AND INSTRUCTION:
- Total Physical Response (TPR)
- Teaching Proficiency through Reading and Storytelling (TPRS)

- Flash Cards
- Songs/ Videos
- Authentic readings
- Listening activities
- Realia usage when possible

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Kindergarten ESL
Unit II: Changes in Seasons and Weather

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
8 weeks	**Unit 2 – Changes** ● There are different seasons ● Each season has its own characteristics and activities ● Time is measured in a variety of ways	Scholastic readers – Seasons and Weather Education.com- Assorted worksheets Schoolexpress.com Everythingesl.net http://www.turtlediary.com/kindergarten-games/science-games/seasons.html http://www.playkidsgames.com/games/seasons/seasons.htm Cornerstone Phonics and Word Analysis Kit Cornerstone Pockets Unit 6: What people wear Hands-On English: Unit D Changes and Patterns

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Kindergarten ESL
Unit III: Self and Family

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJSLS ELA **Reading Literature** RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	Each person and family is unique and has individuals with different characteristics and interactions.	● What is special about my family and me?
RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).	Families celebrate in different ways because of their cultural background.	● Why are holidays important to families?
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	**KNOWLEDGE**	**SKILLS**
RL.K.4. Ask and answer questions about unknown words in a text.	**Students will know:**	**Students will be able to perform the following (based on ELP levels in Appendix A – Can Do Descriptors):**
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Not all families are the same. There are different members of families.	Identify different members of a family. Differentiate which family members they live with, and which are not in their home.
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	People have a role in their family and this affects how they interact with other family members.	Match family members with their roles.
RL.K.10. Actively engage in group reading activities with purpose and understanding.	There are different types of homes that families live in, including houses and apartments.	Compare and contrast family homes.
Reading Foundational Skills RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	Families celebrate in different ways because of their traditions and where they come from.	List and describe religious celebrations a family may have.
RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.	Families can have different cultures and values.	Categorize cultures of different regions of the world and student members.
Writing	Each sound corresponds to a letter.	Match letters to their appropriate sound(s).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Main topic and key details help to comprehend informational texts.	Extract key details in a text and relate it to the main topic.
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	In order to understand a story, it is necessary to identify the different story elements; characters, narrator, settings, and major events.	Identify story elements in order to aid in comprehension.
	Using illustrations and details can help us get meaning from a text.	Utilize illustrations, details, and other supports to derive meaning from text.
W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).	Using word maps, matching skills, and context clues all help in acquiring vocabulary necessary for reading comprehension.	Comprehend text as a result of strengthening vocabulary skills.
Speaking and Listening SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.	Different characters in a text are involved in different events and experiences.	Compare and contrast a text's major events and the characters involved in them.
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Parts of a story are interconnected in many ways.

Reading is an activity that can be shared for enjoyment and to aid in comprehension. | Make connections between parts of a story, such as characters, events, or ideas.

Read in a group for enjoyment and comprehension purposes. |
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Reading practice helps develop fluency and comprehension.	Practice reading with the purpose of developing fluency and comprehension.
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Using drawing, dictating or writing are all ways of expressing information, opinions, or telling a story.	Draw, dictate, or write to convey information, express an opinion or tell a story.
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Reflection and reviewing strengthens writing.	Review and reflect on their own writing in order to improve upon it.
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	There are appropriate conventions of standard English.	Use appropriate conventions of standard English in writing and when speaking.
Language	There are different conventions of standard English capitalization, punctuation, and spelling.	Utilize standard English capitalization, punctuation and spelling in writing.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **WIDA** ELD 1 English language learners communicate for Social and Instructional purposes within the school setting. ELD 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. ELD 3 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math. ELD 5 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.	**Vocabulary:** letter order, family, we, they, and, dance, eat, one, she, he, from, food, sing	

ASSESSMENT EVIDENCE: Students will show their learning by:
- Identifying and labeling members of a family.
- Explaining why families have celebrations.
- Identifying letters of the unit (see Appendix B).
- Identifying new vocabulary words using pictures or dictations.
- Sorting different pictures associated with celebrations such as Christmas, Thanksgiving, Hanukkah.
- Writing about their family using pictures and words.
- Asking questions to clarify and understand new information.

KEY LEARNING EVENTS AND INSTRUCTION:
- Total Physical Response (TPR)
- Teaching Proficiency through Reading and Storytelling (TPRS)
- Flash Cards
- Songs/ Videos
- Authentic readings
- Listening activities
- Realia usage when possible

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 weeks	**Unit 3 – Self and Family** ● Uniqueness of individuals and their families ● The different homes families can use ● Cultural and religious celebrations	**Suggested Resources:** http://www.brainpopjr.com/socialstudies/communities/homes/preview.weml http://www.shelterpub.com/_wonderful_houses/wh-toc.html Cornerstone Phonics and Pockets Student book Cornerstone Pockets: Unit 2 I am healthy Cornerstone Pockets: Unit 4 Our Community Hands-On English: Unit B Communication

RANDOLPH TOWNSHIP SCHOOL DISTRICT

Kindergarten ESL
Unit IV: Exploring Different Communities

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJSLS ELA **Reading Literature** RL.K.4. Ask and answer questions about unknown words in a text. RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). **Reading Informational** RI.K.2. With prompting and support, identify the main topic and retell key details of a text. RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). **Reading Foundational Skills** RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. **Writing** W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the	There are different types of communities in our world.	● What types of communities are there in our world?
	There are different community helpers that help us and they have many different roles.	● How do community helpers help us?
	There are many activities we can participate in to be a good citizen in our community.	● What can we do to be a good citizen in our community?
	KNOWLEDGE	**SKILLS**
	Students will know:	**Students will be able to perform the following (based on ELP levels in Appendix A – Can Do Descriptors):**
	Groups of people form a community, like a family, school, and town.	Identify the different types of communities around us. Describe the different types of communities around us. Identify what type of community they live in and what is in their community.
	Each community has different ways of solving problems.	Explain how a community can solve its problems.
	Each community has members that provide services, such as police officers, doctors, and firefighters.	List services that community members provide.
	Communities can help us to grow, be healthy and be safe.	Evaluate the benefits of living in a community.
	Each sound corresponds to a letter.	Match letters to their appropriate sound(s).
	Listening is necessary for comprehending and responding to a peer or adult in a collaborative conversation.	Communicate actively and passively with peers and adults about a given topic.

events in the order in which they occurred, and provide a reaction to what happened.	Prior knowledge helps readers make connections with the story.	Use prior knowledge to make an accurate connection with the text.
W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).	Main topic and key details help us to understand informational text.	Extract key details in an informational text and relate it to the main topic.
W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	There are different parts of a book that aid in introducing us to the story.	Review the different parts of a book and use this information to learn more about the story before reading it.
Speaking and Listening SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Reading practice helps develop fluency and comprehension.

Drawing, dictating, and writing are ways to share information with another person or an audience. | Practice reading with the purpose of developing fluency and comprehension.

Draw, dictate, or write to share information with someone else. |
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	Reflection and reviewing strengthens writing.	Review and reflect on writing in order to improve upon it.
Language L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.	It is possible to produce or publish writing with a variety of media and tools.	Produce or publish text via various media.
L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		
WIDA ELD 1 English language learners communicate for Social and Instructional purposes within the school setting.	**Vocabulary:** community, citizen, helpers, police, help, care, home, map, have, many, big, people, animal, was, for	
ELD 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.		
ELD 3		

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math. ELD 5 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.		

ASSESSMENT EVIDENCE: Students will show their learning by:
- Explaining the importance of community helpers.
- Identifying letters of the unit (see Appendix B).
- Identifying new vocabulary words using pictures or dictations.
- Sorting different tools associated with different community helpers.
- Creating a map of their community and the places in their community.
- Writing, drawing, or labeling a picture of how they can help in their community.
- Role playing scenarios associated with community helpers and communities.

KEY LEARNING EVENTS AND INSTRUCTION:
- Total Physical Response (TPR)
- Teaching Proficiency through Reading and Storytelling (TPRS)
- Flash Cards
- Songs/ Videos
- Authentic readings
- Listening activities
- Realia usage when possible
- Map of a community

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
8 weeks	**Unit 6 – Exploring Different Communities** ● There are different types of communities in our world ● There are different community helpers that help us	**Suggested Resources:** Picture Dictionaries Cornerstone Phonics and Word Analysis Kit Brainpop Jr Brainpop ESL Education.com Cornerstone Pockets: Unit 4 Our Community Cornerstone Pockets: Unit 7 At the Restaurant Hands-On English: Unit E Community

STANDARDS / GOALS: **NJSLS ELA** **Reading Literature** RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.K.3. With prompting and support, identify characters, settings, and major events in a story. RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. **Reading Informational** RI.K.1. With prompting and support, ask and answer questions about key details in a text. RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **Reading Foundational Skills** RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. **Writing**	**ENDURING UNDERSTANDINGS**	**ESSENTIAL QUESTIONS**
	There are many types of living creatures in the world.	● What are the different types of living creatures in our world?
	Living things affect their environments by producing physical changes.	● How do living things affect their environments?
	Change can create opportunities as well as problems.	● What are the advantages and disadvantages of change?
	KNOWLEDGE	**SKILLS**
	Students will know:	**Students will be able to perform the following (based on ELP levels in Appendix A – Can Do Descriptors):**
	There are many different types of living creatures that exist in the world, such as fish, mammals, reptiles, and birds.	List and categorize different types of living creatures.
	Living creatures can be compared using certain characteristics including bodies, homes, size, and environment.	Find similarities and differences in different types of living creatures.
	Living organisms go through various changes in a year, such as trees losing their leaves, people growing older, a toad changing to a frog.	Compare and contrast the changes that have happened to them over the course of the year.
	Some changes are positive and are a result of progress.	Analyze the benefits of a change.
	Some changes can create problems or signify the end of a cycle.	Describe how change can sometimes be difficult.
	Each sound corresponds to a letter.	Match letters to their appropriate sound(s).

W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Presenters need clear pictures, meaningful information, eye contact and a clear voice in order to effectively communicate their message to their audience.	Present information orally effectively and meaningfully.
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	There are various techniques to recognize and use new words and phrases appropriately	Recognize, acquire, and utilize new words and phrases that are learned through various types of communication.
Speaking and Listening SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.	Looking at illustrations, title and previously learned vocabulary in a text can aid in understanding.	Utilize illustrations, details, and other supports to derive meaning from text.
	Different texts have similarities as well as differences, even if on the same topic.	Compare and contrast two different texts on the same topic.
Language L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Reading is an activity that can be shared for enjoyment and to aid in comprehension.	Read in a group for enjoyment and comprehension purposes.
	Words have relationships based on how they are used and what their roots are.	Explore the relationships between words that have similar roots, prefixes, or suffixes.
L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Diagrams are pictures with labeled parts.	Label a picture to show comprehension.
L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	Writing and speaking can improve through the use of appropriate conventions of standard English.	Use appropriate conventions of standard English in writing and when speaking. Utilize standard English capitalization, punctuation and spelling in writing.
L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.	**Vocabulary:** different, have, has, or, animal, change, grow, do, by, land, water, ocean,	
L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **WIDA**		

ELD 1 English language learners communicate for Social and Instructional purposes within the school setting. ELD 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. ELD 3 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math. ELD 4 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.		

ASSESSMENT EVIDENCE: Students will show their learning by:
- Identifying and labeling creatures, and their parts.
- Examining how creatures change and how humans change as we grow.
- Identifying letters of the unit (see Appendix B).
- Identifying new vocabulary words using pictures or dictations.
- Sorting different pictures associated with creatures and their different homes.
- Writing facts about creatures.
- Illustrating and writing the changes that they have gone through since the beginning of the year.
- Analyzing the advantages and disadvantages of change.

KEY LEARNING EVENTS AND INSTRUCTION:
- Total Physical Response (TPR)
- Teaching Proficiency through Reading and Storytelling (TPRS)
- Flash Cards
- Songs/ Videos
- Authentic readings
- Listening activities
- Realia usage when possible

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Kindergarten ESL
Unit V: Life's Changes

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
8 weeks	**Unit 5 – Living Creatures** ● There are many types of living creatures ● Living creatures affect their environment in a variety of ways	**<u>Suggested Resources:</u>** National Geographic Readers Cornerstone Phonics and Word Analysis Kit Edhelper.com Cornerstone Pockets: Unit 5 Lets go to the farm Cornerstone Pockets: Unit 9 Going Camping Hands-On English: Unit C Exploration

Appendix A – Can Do Descriptors:

CAN DO DESCRIPTORS BY DOMAIN/PROFICIENCY LEVEL/KEY USE OF LANGUAGE: GRADE K

By the end of each of the English language proficiency levels 1-5 English language learners can...

Language Proficiency Level	LISTENING			SPEAKING			ORAL LANGUAGE
	Process **Recounts** by:	Process **Explanations** by:	Process **Arguments** by:	**Recount** by:	**Explain** by:	**Argue** by:	**Discuss** by:
Level 1 Entering	Pointing to pictures described orally in context *(e.g., "the big dog")* Finding familiar people, places, or objects named orally *(e.g., "Where's a chair?")*	Identifying illustrated activities described orally Following modeled actions to show likes or dislikes *(e.g., using "or" words and phrases, "read" or "write")*	Identifying personal choices *(e.g., "Show me your favorite…")* from different examples Classifying everyday objects by descriptive features *(e.g., red ones, blue ones)*	Repeating words, simple phrases or expressions from familiar stories as a whole class Participating in group songs, chants, or poems using gestures or physical movement	Identifying familiar objects used in everyday routines and activities with a partner *(e.g., in the home language and English)* Rehearsing and acting out key steps in procedures or classroom routines following models *(e.g., "Put away toys. Get in line.")*	Stating personal likes from oral prompts *(e.g., sports, food, animals)* Naming choices from models *(e.g., "Apple or banana?")*	Attending to the speaker to demonstrate understanding Following routines, chants, and songs
Level 2 Emerging	Responding with gestures to songs, chants, or stories modeled by teachers Matching familiar pictures, objects, or movements to oral statements *(e.g., "Clap your hands.")*	Matching real-life objects to illustrations about their use based on oral statements Identifying people and places associated with everyday events described orally *(e.g., "It is Monday. You are at school.")*	Discriminating between words and phrases related to personal choices *(e.g., "The park or the zoo?")* Identifying oral preferences stated by others *(e.g., choosing pictures or objects)*	Restating some language associated with illustrated short stories or informational text *(e.g., "I see." "I hear.")* Re-enacting various roles when interacting in pairs or in small groups	Describing uses of everyday objects or roles of familiar people *(e.g., "Teacher reads.")* Stating attributes and classifying objects into illustrated categories to show how they go together *(e.g., shapes, colors, sizes)*	Stating personal preferences *(e.g., "I like this.")* Agreeing or disagreeing with familiar questions *(e.g., "Are you ready?" "Yes I am.")*	Addressing others according to relationship *(e.g., student-student, student-teacher)* Participating in exchanges between peers *(e.g., thumb buddies, turn and talk)*

Level							
Level 3 Developing	Acting out songs, chants, stories and poems with gestures as a whole group Following sequential language for oral directions one step at a time *(e.g., "Walk to the door. Now, come to the circle.")*	Identifying language associated with features of objects or print *(e.g., "Show me a word in the title.")* Following peer-modeled oral commands with a partner	Acting out opposites using gestures *(e.g., through songs or chants)* Responding nonverbally to show agreement or disagreement with opinions of others *(e.g., thumbs up, thumbs down)*	Retelling main events in short narrative stories to peers using pictures Describing attributes of familiar objects, people, and places	Comparing sizes of familiar phenomena *(e.g., bigger than/ smaller than, longer/ wider)* Stating reasons for classroom routines or procedures with a partner *(e.g., expected behaviors)*	Stating personal preferences or opinions *(e.g., "Recess is best.")* Predicting everyday situations or events from illustrations	Working together collaboratively *(e.g., taking turns, listening to others)* Using language and body movement to include others in conversations
Level 4 Expanding	Role playing in response to illustrated stories read aloud Matching extended oral descriptions of content-related topics to illustrations or graphics *(e.g., "The bright yellow ball is shining in the sky.")*	Drawing individual phases or steps to "how" questions *(e.g., "How does a caterpillar change into a butterfly?")* Pointing out illustrated details that match oral descriptions of cycles or procedures	Drawing to make predictions from illustrated stories read aloud *(e.g., "What happens next?")* Classifying fact from fiction in oral discourse *(e.g., through physical responses or sorting pictures)*	Retelling familiar stories through a series of pictures Sharing personal stories or experiences with others *(e.g., in multiple languages)*	Describing classroom routines *(e.g., putting away puzzles)* Comparing and contrasting placement of real-life objects and phenomena *(e.g., "on the table" v. "under the table")*	Expressing likes, dislikes, or preferences with reasons *(e.g., "I like ___ because___.")* Giving reasons for classifying familiar objects with classmates *(e.g., in open sorts)*	Proposing ideas to contribute to conversations Asking questions to request clarification
Level 5 Bridging	Arranging content-related objects or illustrations according to oral discourse with a partner Making patterns from real objects or pictures based on detailed oral descriptions from a model *(e.g., "Follow me. Put two blue crayons on your table. Then put two red crayons..")*	Identifying illustrations related to cause and effect from oral information Reenacting procedural information obtained from videos or other media *(e.g., "Show me how to make day and night.")*	Agreeing or disagreeing with oral claims using gestures *(e.g., "Tomorrow will be hotter than today.")* Identifying reasons for choices in real life scenarios read aloud *(e.g., by circling pictures)*	Relating school-based content and personal experiences with peers and adults Rephrasing events from stories or information with a partner *(e.g., class rules or routines)*	Providing details related to classroom activities and tasks in small groups *(e.g., how we work together)* Describing steps in familiar cycles and processes *(e.g., getting in a circle to play a game)*	Offering personal opinions about content-related ideas in small groups Giving reasons for content-related information when modeled *(e.g., "These animals go together because they have spots.")*	Asking questions to extend conversations Demonstrating active listening to show respect to the speaker

Level 6 Reaching	Identifying drawings or other visual displays from elaborate descriptions with details Identifying detailed information in oral discourse or through multimedia	Recognizing language related to scientific or mathematical processes Identifying patterns in procedures or natural phenomena in illustrated stories read aloud	Interpreting which side to take and why from dialogs or short conversations Identifying details of stories or scenarios read aloud that represent different points of view	Retelling familiar stories, including key details with prompting and support Describing details about characters, settings, and major events in illustrated stories with prompting and support	Comparing two objects using measurable attributes *(e.g., "The table is higher than the chair.")* Describing the causes or effects of different phenomena based on observations and experiences *(e.g., pull/push, sink/float)*	Agreeing or disagreeing with reasons for categorizing content-related information with a partner Stating personal opinions with justification for content-related ideas or topics	Sustaining conversations on a topic Building on comments/ responses of others

**there is no ceiling for level 6

**The descriptors in Level 6 represent the language performance of students who have met all the criteria for Level 5. Unlike the descriptors at Levels 1–5 that provide examples of performance at the end of the level, the descriptors at Level 6 are examples of performance within Level 6.

For three of the Key Uses (Recount, Explain, and Argue) you'll see descriptors for the four language domains (Listening, Reading, Speaking, and Writing). The descriptors for the Key Use Discuss are only shown for oral language. The Key Use Discuss highlights the importance of oral language development for meaningful participation of all language learners, regardless of their level of language proficiency.

The WIDA Can Do Descriptors, Key Uses Edition and the example descriptors are not exhaustive but are meant to help guide the planning and conversation around meaningful participation of language learners in standards-based contest curriculum, instruction, and assessment.

CAN DO DESCRIPTORS BY DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: KINDERGARTEN

By the end of each of the English language proficiency levels 1-5 English language learners can...

Language Proficiency Level	READING			WRITING		
	Process **Recounts** by:	Process **Explanations** by:	Process **Arguments** by:	**Recount** by:	**Explain** by:	**Argue** by:
Level 1 Entering	Matching icons and symbols to corresponding pictures Identifying labeled real-life classroom objects *(e.g., tables, books, door)*	Matching illustrations with modeled language with a partner Identifying steps in procedures from illustrations and icons *(e.g., "It goes up. It comes down.")*	Pointing to labeled pictures or objects of personal preferences Matching illustrations to words of personal interest as modeled	Dictating personal information scribed by adults *(e.g., about self and family members)* Reproducing icons or environmental print related to self from models	Describing familiar routines by drawing pictures and dictating to adults *(e.g., in one or more languages)* Drawing what comes next *(e.g., in stories or experiments)*	Illustrating likes or dislikes from real-life objects or pictures Drawing or making collages about personal interests or content-related topics in small groups
Level 2 Emerging	Reproducing content-related information in oral text through drawings Acting out familiar rhymes from text read aloud or chanted in small groups	Identifying illustrated words or icons to show why *(e.g., in play-based activities)* Following illustrated directions with a peer *(e.g., to form shapes or patterns)*	Classifying labeled pictures of personal choices from stories according to different character traits Making choices from illustrated descriptions read aloud and sharing with peers *(e.g., based on "or" phrases)*	Reproducing symbols, numbers, and illustrated words from models in context Drawing and labeling familiar people, objects, or events from models *(e.g., word walls, posters, cards)*	Connecting oral language to print *(e.g., through language experience)* Reproducing labeled pictures or photographs to describe processes or procedures *(e.g., producing an album)*	Drawing and reproducing words about preferences *(e.g., from charts or posters)* Stating personal choices from models *(e.g., labeling photos or drawings of self)*
Level 3 Developing	Identifying familiar words in context *(e.g., in Big Books or wall charts)* in small groups Recognizing persons and settings in illustrated text read aloud	Pointing out causes or motives in illustrated stories read aloud Showing relationships depicted in informational text with real-life objects *(e.g., "5 is more than 3.")*	Predicting next steps, actions, or events in informational text and stories read aloud *(e.g., by pointing to pictures)* Indicating agreement or disagreement with authors' points of view of text read aloud with a partner	Reproducing familiar words from labeled models or illustrations *(e.g., labeled dioramas)* Restating facts about personal experiences shared with classmates *(e.g., through illustrated text)*	Describing familiar events or phenomena using sentence starters and drawings Identifying self as an author through pictures and invented words *(e.g., by keeping a journal)*	Agreeing or disagreeing with choices *(e.g., producing "yes" or "no")* from models Completing text about personal opinions on different topics *(e.g., "I like ___.")*

Level **4** Expanding	Identifying words in picture dictionaries *(e.g., in multiple languages)* Recognizing common types of text *(e.g., storybooks, poems)* read aloud	Demonstrating the relationship between objects, people, or animals from detailed descriptions read aloud using gestures *(e.g., "the big tall giraffe and the teeny tiny mouse")* Classifying how to resolve situations faced by characters or in content-related text using graphic organizers	Interpreting pictures in informational text as true or false in small groups Comparing choices of different characters in illustrated text read aloud *(e.g., using T charts)*	Producing familiar words and phrases from environmental print and illustrated text Drawing and describing different parts of stories, personal experiences, or events *(e.g., written conversations)* with a peer	Describing how to do something through a sequence of pictures and words Composing group drafts on different processes based on oral input or experiences modeled by teachers	Producing statements about choices using different models as examples *(e.g., "I want to ____.")* Building short sentences from personal preferences using pictures or photos with partners
Level **5** Bridging	Ordering words to form short sentences from oral models *(e.g., using pocket charts, cards)* Identifying language related to spatial relations *(e.g., in front of, next to, in between)*	Matching familiar descriptive phrases to objects or illustrations with a partner *(e.g., steps in morning routines)* Comparing how to do something in different ways from illustrated stories *(e.g., making fruit salad)*	Evaluating situations in picture books and matching them to related reasons for choices Agreeing or disagreeing with actions of characters in illustrated text read aloud	Describing everyday experiences using illustrated phrases and short sentences Producing illustrated stories about self or family *(e.g., using one or more languages)*	Describing uses of tools or objects with a peer *(e.g., from illustrated phrase walls)* Sequencing content-related processes by drawing and describing objects *(e.g., from seeds to plants)*	Making requests to indicate preferences *(e.g., "Can I have ...?")* Listing reasons for content-related choices with guidance and support *(e.g., "Why do you like number 5?")*
Level **6** Reaching	Identifying major events in stories with prompting and support Identifying main ideas and details in common types of illustrated text *(e.g., trade books, rhymes)*	Drawing sketches or models to show how to solve problems read from illustrated informational text Locating descriptive language related to "how" or "why" in illustrated text in small groups	Identifying different points of view from illustrated text with prompting and support Identifying similarities in and differences between two texts on the same topic *(e.g., pasting or matching words found in both sources)*	Stating information to answer modeled questions about experiences with guidance Using new words and phrases acquired through conversations or oral reading in short illustrated sentences	Stating steps of familiar routines or events by drawing, dictating, and writing Responding to "how" questions and suggestions from peers, with guidance from adults, to add details to text	Composing opinion pieces using content-related language with prompting and support Making claims using content-related language about topics or books *(e.g., dictated to adults)*

**there is no ceiling for level 6

The WIDA Can Do Descriptors, Key Uses Edition provides examples of academic language use for four specific communicative purposes. These purposes, referred to as Key Uses, were identified based on reviews of literature and a language analysis of college and career readiness standards:

KEY USE	DEFINITION	EXAMPLES
Recount	To retell to display knowledge or narrate experiences or events	telling or summarizing stories, producing information reports, and sharing past experiences, stating the steps to make something, describing experiences, ordering steps to get an answer
Explain	To clarify the "why" or the "how" of ideas, actions, or phenomena	describing life cycles, sharing why or how things work, stating causes and effects, sharing results of experiments, stating consequences of behaviors, describing factors that contribute to events, examining relationships among content-related ideas and concepts
Argue	To persuade by making claims supported by evidence	stating preferences or opinions, constructing arguments supported with evidence, critiquing the reasoning of others, giving reasons for a stance
Discuss	To interact with others to build meaning and share knowledge	Participating in small or large group activities and projects, contributing ideas to a conversation, extending knowledge with a mentor, elaborating ideas with peers, questioning and critiquing ideas in small groups

The WIDA Can Do Descriptors, Key Uses Edition can help….
· Differentiate curriculum, instruction, and assessments designed in English based on language learners' levels of English language proficiency
· Collaborate and engage in instructional conversations about the academic success of language learners in English environments
· Advocate for equitable access to content for language learners based on their level of language proficiency
WIDA Can Do Descriptors, www.wida.us

Letter order for teaching the alphabet (based on Fundations)

Letters	Unit letters will be introduced and practiced
t f	Unit 1
b a c	Unit 1
n o m	Unit 2
i l r d	Unit 2
h e k	Unit 2
p s q u	Unit 3
j y g	Unit 3
v w	Unit 3
x z	Unit 3
Introducing CVC words and Blending	Unit 3,4,5

Teacher will revisit letters as often during the units. Teacher will also emphasize short vowel sounds after introducing them.

Appendix C- Additional Resources:

www.Everythingesl.net
www.Teacherspayteachers.com
www.Education.com
Frames for Fluency - http://www.ballard-tighe.com/frames-for-fluency/
https://www.nj.gov/education/bilingual/
http://www.colorincolorado.org/
https://steinhardt.nyu.edu/metrocenter/resources/glossaries
http://njtesol-njbe.org/
www.wida.us