Content-Based ESL Curriculum Map

Grade Span: K-3   **Proficiency Level:** WIDA NC/1
(2 people)

Month	Student Profiles/Learning Goals	Student Learning Outcomes L = Listening R = Reading S = Speaking W = Writing)		Planned Assessments/ Student Work Products	Content-Area and Targeted Vocabulary
September	● *Students will copy their name* ● *Students will draw a picture of their family* ● *Students will identify 8 primary colors by pointing* ● *Students will verbally express basic wants/needs in one word utterances* ● *Students will identify 4 basic shapes by pointing* ● *Students will sort and categorize various objects and pictures toys, foods, clothes* ● *Students will identify whom to consult for assistance* ● *Students will identify and follow class expectations*	**L**	*-Demonstrate comprehension of words that express personal needs* *-Identify and follow classroom expectations and conventions* *-Identify whom to consult for assistance*	-Color recognition test -Shape recognition test -Sort recognition test -Teacher observation	**Social Studies/ELA: -** Students will learn about family. -Students will describe different family groups. - Students will count the number of people in a family. **Science:** -Students will describe different family groups **Math:** -Students will count the number of people in a family **Targeted Vocabulary:** Social Studies/ELA: Mother, father, brother, sister Math: square, triangle, rectangle
		S	*Make and respond to oral requests*		
		R	*Listen to stories read aloud*		
		W	*Write words that have personal meaning*		

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October	● *Students will count to 10* ● *Students will identify, name and match quantities up to 5* *Students will identify and name "penny"* ● *Students will demonstrate an awareness of letters (names, sounds, make up words)* ● *Students will trace letters* ● *Students will follow oral directions with visual cues* ● *Students will gain meaning of a text by using text and illustrations* ● *Students will show how to handle a book, turn the pages and identify the covers and title page* ● *Students will measure objects using non-linear items* ● *Students will name 8 basic colors* ● *Students will name 4 basic shapes*	**L**	*Demonstrate comprehension of oral directions that include visuals*	-Counting test -Quantities matching test - Measurement test -Shape naming test -Color naming test -AB patterning test - Following directions test - Teacher observation	**Social Studies/ELA: -** Students will study about Johnny Appleseed. **Science:** -Students will discover how apples are grown. - Students will learn the seasons of the year. - Students will make applesauce and describe the changes in properties. - Students will grow pumpkin seeds. -Students will describe how pumpkins are grown. **Math:** -Students will count the number of seeds. -Students will graph their favorite kinds of apples. - Students will sort colors of apples. -Students will arrange pumpkins smallest to largest.
		S	*Express basic personal needs and information and school-related information, using spoken words and phrases*		
		R	*-Use text as well as illustrations to gain meaning of text* *-Demonstrate how to handle a book and turn the pages Identify the covers and title page of a book*		

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	● *Students will continue an AB pattern* ● *Students will be exposed to the season of fall* ● *Students will be exposed to Johnny Appleseed* ● *Students will be aware that leaves change colors and fall to the ground* ● *Students will be aware of how and where apples are planted* ● *Students will learn that there are different colors of apples* ● *Students will be aware of how and where pumpkins are planted Students will be aware of how pumpkins are used*	**W**	*Draw pictures and/or use letters to spell words that give others information*		-Students will weigh and measure pumpkins. **Targeted Vocabulary:** Social Studies/ELA: Johnny Appleseed Science: pumpkin, apple, orchard Math: one, two, AB pattern, penny

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November	● *Students will be exposed to the months of the year* ● *Students will name 7 days of the week* ● *Students will be able to match rhyming picture pairs* ● *Students will be exposed to different kinds of weather* ● *Students will be exposed to Thanksgiving* ● *Students will be exposed to Veteran's Day* ● *Students will demonstrate an understanding of basic prepositions by manipulating objects* ● *Students will write their first name without a model* ● *Students will tell a teacher when they don't understand something*	**L**	*Demonstrate understanding when simple information is given*	-Name 7 days of the week -Preposition test -Write first name -Matching rhyming pictures assessment -Make weather prediction -Story prediction test -Counting test to 25 -Weather tracking -Teacher observation	**Social Studies/ELA:** Students will study about Thanksgiving, pilgrims, Plymouth Rock and the Mayflower. **Science:** Students will learn about weather and wind pinwheels. **Math:** Students will track the weather. **Targeted Vocabulary:** Social Studies/ELA: Plymouth Rock, pilgrims Science: wind, snow, rain Math: track
		S	*Express confusion*		

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	● *Students will make predictions about main ideas before reading a story* ● *Students will count to 25* ● *Students will track the weather for a given period of time*	**R**	*-Recognize rhyming words in English* *-Make predictions about main ideas before reading a story, using prior knowledge and visual cues*		
		W	*Draw or sequence pictures to tell or retell a story*		

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December	• *Students will be exposed to Christmas, Hanukkah and Kwanzaa* • *Students will name basic opposites* • *Students will be exposed to basic community helpers (police officer, firefighter, postman, doctor, teachers)* • *Students will dictate a short account of personal experiences with a community helper* • *Students will name "nickel, dime and quarter"* • *Students will discriminate between two words to indicate if they rhyme or not* • *Students will demonstrate comprehension of simple stories* • *Students will name each letter and the sound it makes*	**L**	*Demonstrate comprehension of a simple story or poem that is heard using prior knowledge or visual cues*	-Opposites test -Community helpers matching test -Coin naming test -Rhyme discrimination test -Story comprehension test -Letter and sound identification test -Teacher observation	**Social studies/ELA:** Students will study about holidays and community helpers. **Math**: Students will engage in counting ornaments, creating paper chains, and patterning items. **Targeted Vocabulary**: Social Studies/ELA: Christmas, police officer, firefighter Math: in, out
		S	*Employ vocabulary essential for grade-level content learning*		

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			S = Speaking **W** = Writing)		
		R	*-Identify synonyms and antonyms for frequently used words*		
			-Recognize letter-sound matches by identifying and naming each letter of the alphabet		
		W	*Dictate short accounts of personal experiences*		

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January	● *Students will be exposed to Chinese New Year* ● *Students will be exposed to various winter activities* ● *Students will be exposed to winter clothes* ● *Students will be exposed to hibernation* ● *Students will understand different properties of snow* ● *Students will read 5 high frequency words* ● *Students will write their whole name with a model* ● *Students will produce rhyming words* ● *Students will identify the initial sounds in familiar words* *Students will identify the beginning, middle and end of a story* ● *Students will count to 50* ● *Matches quantity to at least 10*	**L**	*Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or objects*	-Clothing test match and sort -Winter activity test -Reading high frequency words -Beginning, middle and end of story identification test -Initial sound identification test -Counting test to 50 -Quantity matching test -Teacher observation	**Social studies/ELA:** Students will learn about the Chinese New Year and Martin Luther King Jr. **Science:** Students will learn about hibernation and will conduct experiments with snow. **Math:** Students will engage in snowman counting activities with buttons
		S	*Identify the beginning, middle and end of a story that is heard*		

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		R	*-Read familiar high frequency, irregularly spelled words by sight - Produce rhyming words in English using activities such as word games -Identify the final sounds of familiar words*		**Targeted Vocabulary:** Social Studies/ELA: Chinese New Year, sledding, Science: hibernation, ice, sleet Math: beginning, numbers
		W	*Print upper and lower-case letters*		

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February	• *Students will be exposed to George Washington* • *Students will be exposed to Abraham Lincoln* • *Students will be exposed to presidents* • *Students will be exposed to Valentine's Day* • *Students will be exposed to Groundhog Day* • *Students will identify basic feelings* • *Students will form a complete sentence given visuals to describe pictures* • *Students will identify the characters and setting of a story that is heard* • *Students will identify the final sounds in familiar words Students will recite repetitive chants or parts of books* • *Students will count to at least 50 by 10's*	**L**	*Demonstrate comprehension of everyday expressions used in interpersonal interactions*	-Feeling test -Identification of characters and setting of a story test -Medial sound identification test - Counting test by 10's - Teacher observation	**Social studies/ELA:** Students will study the Presidents, Washington and Lincoln. **Science**: Students will make groundhog predictions. **Math**: Students will sort candies, make patterns, and graph colors.
		S	*Identify the characters and setting of a story that is heard*		
		R	*-Recite memorized parts of chants, pattern books and familiar books* *-Identify the final sounds of familiar words*		

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		W	*Write or dictate a sentence that synthesizes a given get of facts or ideas from a literary or an informational text*		**Targeted Vocabulary:** Social Studies/ELA: presidents Science: groundhog, prediction

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March	• *Students will write a simple sentence using high-frequency words* • *Students will be exposed to Dr. Seuss* • *Students will be exposed to St. Patrick's Day* • *Students will demonstrate an understanding that wind moves objects* • *Students will write their whole name without a model* • *Students will identify the medial sounds in familiar words* • *Students will understand that sentences begin with a capital letter and end with a period Students will count to 50 by 5's*	**L**	*Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or objects*	-Written sentence test -Writing their whole name -Capitalization and punctuation identification test -Final sound identification test -Counting to 50 by 5's test -Teacher observation	**Social studies/ELA:** Dr. Students will learn about Dr. Seuss and St. Patrick's **Science:** Students will learn about the wind and kites. **Math:** Students will count the number of gold coins in a pot.
		S	*Respond briefly to questions on academic content*		

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		R	*-Spell previously learned words and phrases* *-Identify the medial sounds of familiar words* *-Recognize capitalization in sentences* *-Recognize punctuation in sentences*		**Targeted Vocabulary:** Social Studies/ELA: Dr. Seuss, leprechaun
		W	*Use general and specific words and phrases to write about familiar objects and events*		

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April	● *Students will be exposed to Easter* ● *Students will be exposed to Earth Day* ● *Students will be exposed to Arbor Day* ● *Students will be exposed to Spring* ● *Students will provide a simple sentence to describe the beginning, middle and end of a story that was read to them* ● *Count to 100 by 10's* ● *Match quantity up to at least 20 and beyond*	**L**	*Demonstrate comprehension of simple oral requests*	-Spring picture sequencing test -Story description test -Counting to 100 by 10's test -Quantity to 20 test -Teacher observation	**Social studies/ELA:** Students will learn about Earth Day and Arbor Day. **Science:** Students will learn about rain, birds and spring. **Math:** Students will measure rain. **Targeted Vocabulary:** Social Studies/ELA: Easter, recycling Science: robin, spring Math: measure
		S	*Employs, words, phrases and sentences in social interactions related to everyday topics*		
		R	*Identify the beginning, middle, and end of a story*		
		W	*List details that describe story events*		

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May	● *Students will be exposed to Memorial Day* ● *Students will be exposed to Mother's Day* ● *Students will learn about zoo animals* ● *Students will learn about farm animals* ● *Students will learn about pets* ● *Students will learn about jungle animals* ● *Students will learn about ocean animals* ● *Students will learn about birds* ● *Students will learn about insects* ● *Students will identify the various types of animal coverings* ● *Students will sort animals based on how many legs they have Students will learn about planting seeds* ● *Students will learn about the characteristics of seeds*	**L**	*Identify important information about academic content, using prior knowledge and/or visual cues as needed*	-Animal classification test -Sequencing how a seed grows -Written sentence about an animal -Animal covering test -Living/non-living test -Counting by 1's test - Counting to 100 by 5's -Teacher observation	**Social studies/ELA:** Students will learn about Memorial Day and Mother's Day. **Science:** -Students will learn about planting seeds. -Students will learn about the characteristics of seeds. -Students will learn about the parts of flowers. **Math:** -Students will count seeds. - Students will measure how deep to plant seeds. - Students will graph the growth of the plant. **Targeted Vocabulary:** Social Studies/ELA: veterans, soldiers Science: plants, animals, non-living objects Math: skip counting
		S	*Describe people, places, and things, using some detail*		

	● *Students will learn the parts of a flower* ● *Students will write a complete sentence about an animal* ● *Students will understand the concepts of living versus* ● *nonliving* ● *Students will count to 100 by 5's* ● *Students will count to 110 by 1's*				

		R	*Recognize that written words are separated by spaces*		

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		W	*Identify previously learned words and phrases that are related to the topic of a writing task*		
June	● *Students will be exposed to Father's Day* ● *Students will be exposed to Flag Day* ● *Students will learn about summer* ● *Students will learn about vacations* ● *Students will draw pictures of an activity that they could do in the summer* ● *Students will write a complete sentence about what they would like to do or what they are going to do for a vacation*	**L**	*Demonstrate comprehension of simple sentences, including statements, questions and commands, when spoken slowly, and with repetitions as needed*	-Summer activity drawing -Written sentence about a summer vacation -Read the temperature on a thermometer -Teacher observation	**Social studies/ELA:** Students will study Father's Day and Flag Day. **Science:** Students will learn about summer weather. **Math:** Students will use thermometers. **Targeted Vocabulary:** Social Studies/ELA: vacation Science: temperature Math: thermometer, Fahrenheit, Celsius
		S	*Recount prior experiences and events of interest, using familiar sentences*		

Note: In the header table the W row appears above the column header block in the original layout.

	● *Students will read the temperature on a thermometer*	**R**	*Recognize that printed sentences are made up of separate words*		
		W	*Employ left-to-right and top-to-bottom orientation for writing*		