

### Content-Based ESL Curriculum Map

Grade Span:K-3

Proficiency Level: WIDA 2

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
<b>September</b>	<ul style="list-style-type: none"> <li>● <i>Students will write their first name without a model</i></li> <li>● <i>Students will draw a picture of their family and identify the members</i></li> <li>● <i>Students will name 8 primary colors</i></li> <li>● <i>Students will verbally express basic wants/needs in phrases</i></li> <li>● <i>Students will name 4 basic shapes</i></li> <li>● <i>Students will name various common objects and pictures-toys, foods and clothes</i></li> <li>● <i>Students will express and respond to compliments, gratitude and apologies</i></li> <li>● <i>Students will match previously learned spoken words to written words</i></li> </ul>	<b>L</b>	<i>Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or objects</i>	-Color naming test -Shape naming test -Common object naming test -Family identification test -Writing first name -Match words test -Teacher observation	<b>Social Studies/ELA:</b> Students will learn about families.  <b>Science:</b> Students will describe different family groups.  <b>Math:</b> Students will count the number of people in a family.  <b>Targeted Vocabulary:</b> Social Studies/ELA: mother, father, brother, sister
		<b>S</b>	<i>-Express basic personal needs and information and school-related information, using spoken words and phrases</i>  <i>-Express and respond to compliments, gratitude, and apologies</i>		
		<b>R</b>	<i>Match previously learned spoken words to written words</i>		

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		<b>W</b>	<i>Draw pictures and/or use letters to spell words that give others information</i>		

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<b>October</b>	<ul style="list-style-type: none"> <li>● <i>Students will count to 20</i></li> <li>● <i>Students will identify numbers 0 through 10</i></li> <li>● <i>Students will write numbers 0 through 10 using appropriate form</i></li> <li>● <i>Students will identify, name and match quantities up to 10</i></li> <li>● <i>Students will identify and name “penny, nickel and dime”</i></li> <li>● <i>Students will begin to identify letter names and sounds</i></li> <li>● <i>Students will begin to form upper and lower case letters</i></li> <li>● <i>Students will measure objects</i></li> <li>● <i>Students will continue an ABC pattern</i></li> <li>● <i>Students will learn about the season of fall</i></li> <li>● <i>Students will learn about Johnny Appleseed</i></li> <li>● <i>Students will be aware</i></li> </ul>	<b>L</b>	<ul style="list-style-type: none"> <li>-<i>Demonstrate understanding when simple information is given</i></li> <li>-<i>Demonstrate comprehension of oral, multiple-step directions</i></li> </ul>	<ul style="list-style-type: none"> <li>● Counting test</li> <li>● Number identification test</li> <li>● Number writing test</li> <li>● Quantities matching test</li> <li>● Coin identification test</li> <li>● Letter naming test</li> <li>● Sound naming test</li> <li>● Letter writing test</li> <li>● Measurement test</li> <li>● ABC patterning test</li> <li>● Following 2 step directions test</li> <li>● Telling time test</li> <li>● Meaning of text test</li> <li>● Teacher observation</li> </ul>	<p><b>Social Studies/ELA:</b> Students will learn basic facts about Johnny Appleseed. Students will learn basic facts about apple orchards and pumpkin patches.</p> <p><b>Science:</b> Students will learn basic facts about how apples are grown. Students will learn basic facts about seasons. Students will learn basic facts about the changes in properties while making applesauce. Students will learn basic facts about growing pumpkin seeds. Students will learn basic facts about how pumpkins are grown.</p> <p><b>Targeted Vocabulary:</b> Science: Patch</p>
		<b>S</b>	<ul style="list-style-type: none"> <li><i>Employ words, phrases, and sentences in social interactions related to everyday topics</i></li> </ul>		

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	<p><i>that leaves change colors and fall to the ground</i></p> <ul style="list-style-type: none"> <li>● <i>Students will be aware of how and where apples are planted</i></li> <li>● <i>Students will learn that there are different colors of apples</i></li> <li>● <i>Students will be aware of how and where pumpkins are planted</i></li> <li>● <i>Students will be aware of how pumpkins are used</i></li> <li>● <i>Students will use text as well as illustrations to gain meaning</i></li> <li>● <i>Students will tell time to the hour</i></li> <li>● <i>Students will follow 2 step oral directions</i></li> </ul>	<b>R</b>	<ul style="list-style-type: none"> <li>-Recognize letter sound matches by identifying and naming each letter of the alphabet</li> <li>-Recognize that a phoneme is one distinct sound</li> <li>-Use text as well as illustrations to gain meaning</li> </ul>		
		<b>W</b>	Print upper- and lower-case letters		

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<b>November</b>	<ul style="list-style-type: none"> <li>● <i>Students will discriminate between two words to indicate if they rhyme or not</i></li> <li>● <i>Students will describe the current weather</i></li> <li>● <i>Students will read 5 high frequency words</i></li> <li>● <i>Students will learn about Thanksgiving</i></li> <li>● <i>Students will learn about Veteran's Day</i></li> <li>● <i>Students will follow directions by manipulating objects using prepositions</i></li> <li>● <i>Students will write their last name without a model</i></li> </ul>	<b>L</b>	<i>Demonstrate comprehension of simple sentences, including statements, questions, and commands, when spoken slowly, and with repetitions as needed</i>	-Weather descriptions -Weather tracking -Writing last name test -Read 5 high frequency words test -Upper and lowercase letter identification - Syllable awareness test -Reality vs. fantasy differentiation test -State address -State phone number -Answering story questions -Teacher observation -Name day before and after the current day -Preposition test -Discriminating rhyming pictures	<b>Social Studies/ELA:</b> Students will learn about rhyming.  <b>Science:</b> Students will describe the current weather.  <b>Targeted Vocabulary:</b> Social Studies/ELA: Mayflower, onset/rime, reality, fantasy
<b>S</b>	<i>-Respond briefly to questions on academic content</i>  <i>-Ask and respond to questions based on a text that is heard</i>				
<b>R</b>	<i>-Recognize rhyming words in English</i> <i>-Read familiar high frequency, irregularly spelled words by sight -</i> <i>Demonstrate understanding that words are made up of syllables</i> <i>-Identify upper- and lowercase letters of the alphabet</i>				

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	<ul style="list-style-type: none"> <li>● <i>Students will draw a picture to track the weather for a given period of time</i></li> <li>● <i>Students will identify upper and lower case letters</i></li> <li>● <i>Students will understand that words are made up of syllables</i></li> <li>● <i>Students will become familiar with onset/rime</i></li> <li>● <i>Students will differentiate between reality vs. fantasy in a story heard</i></li> <li>● <i>Students will be able to state their address</i></li> <li>● <i>Students will be able to state their phone number</i></li> <li>● <i>Students will respond to questions based on a text that is heard</i></li> <li>● <i>Students will begin to name the months of the year</i></li> <li>● <i>Students will name the day before and after the current day</i></li> </ul>	<p align="center"><b>W</b></p>	<p><i>Diagram and label information to be conveyed in a writing task</i></p>		

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<b>December</b>	<ul style="list-style-type: none"> <li>● <i>Students will learn about Christmas, Hanukkah and Kwanzaa</i></li> <li>● <i>Students will name opposites</i></li> <li>● <i>Students will learn about the roles of basic community helpers (police officer, firefighter, postman, doctors, teachers)</i></li> <li>● <i>Students will dictate sentences that give information about personal experiences with a community helper</i></li> <li>● <i>Students will name “quarter”</i></li> <li>● <i>Students will count to 50 by 1’s and 10’s</i></li> <li>● <i>Students will produce rhyming words</i></li> <li>● <i>Students will write their whole name without a model</i></li> <li>● <i>Students will write upper and lower case letters using correct formation</i></li> <li>● <i>Students will identify the initial sounds in familiar words</i></li> </ul>	<b>L</b>	<ul style="list-style-type: none"> <li>-<i>Identify important information about academic content, using prior knowledge and/or visual cues as needed -</i></li> <li>-<i>Demonstrate comprehension of a simple story or poem that is heard using prior knowledge or visual cues</i></li> </ul>	<ul style="list-style-type: none"> <li>-Opposites test</li> <li>-Community helpers information test</li> <li>-Quarter naming test</li> <li>-Counting by 10s test</li> <li>-Rhyme production test</li> <li>-Letter writing test -</li> <li>-Writing whole name test</li> <li>-Initial sound identification test -</li> <li>-Setting and character identification test -</li> <li>-Teacher observation</li> </ul>	<p><b>Social studies/ELA:</b> Students will learn basic facts about holidays and community helpers.</p> <p><b>Targeted Vocabulary:</b> Social Studies/ELA: Hanukkah, Kwanzaa, poem</p>
		<b>S</b>	<ul style="list-style-type: none"> <li>-<i>Classify previously learned words by content themes or topics</i></li> </ul>		
		<b>R</b>	<ul style="list-style-type: none"> <li>-<i>Produce rhyming words in English</i></li> <li>-<i>Identify the initial sounds of familiar words</i></li> <li>-<i>Identify the characters and setting of a story</i></li> </ul>		

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	<ul style="list-style-type: none"> <li>● <i>Students will comprehend a simple story or poem that is heard</i></li> <li>● <i>Students will identify the characters and setting of a story Students will separate words with spaces</i></li> </ul>	<b>W</b>	<ul style="list-style-type: none"> <li>-Dictate sentences that give information</li> <li>-Separate words with spaces</li> </ul>		



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<b>January</b>	<ul style="list-style-type: none"> <li>● <i>Students will learn about Chinese New Year</i></li> <li>● <i>Students will learn about various winter activities</i></li> <li>● <i>Students will learn about winter clothes</i></li> <li>● <i>Students will learn about hibernation</i></li> <li>● <i>Students will understand different properties of snow</i></li> <li>● <i>Students will read up to 10 high frequency words</i></li> <li>● <i>Students will retell the beginning, middle and end of a story that is heard</i></li> <li>● <i>Students will illustrate the beginning, middle and end of a story</i></li> <li>● <i>Students will match quantity to at least 15</i></li> <li>● <i>Students will write numbers through 20 using appropriate form</i></li> <li>● <i>Students will identify the final sounds in familiar words</i></li> </ul>	<b>L</b>	<i>Identify the beginning, middle, and end of a story that is heard</i>	<ul style="list-style-type: none"> <li>-Clothing test match and sort</li> <li>-Winter activity test -</li> <li>-Reading high frequency words</li> <li>-Retell the beginning, middle and end of a story test</li> <li>-Beginning, middle and end of story illustration -</li> <li>-Writing numbers to 20 test</li> <li>-Quantity matching test</li> <li>-Counting test to 50</li> <li>-Final sound identification test</li> <li>-Telling time test</li> <li>-Asking questions test</li> <li>-Answering questions test</li> <li>-Teacher observation</li> </ul>	<p><b>Social studies/ELA:</b> Students will learn basic facts about Chinese New Year and Martin Luther King, Jr.</p> <p><b>Science:</b> -Students will learn basic facts about hibernation. - Students will complete experiments with snow.</p> <p><b>Math:</b> -Students will match numerals to quantities. -Students will write numbers 0-20 -Students will tell time to the ½ hour</p> <p><b>Targeted Vocabulary:</b> Social Studies/ELA: Chinese New Year, nursery rhymes</p> <p>Science: hibernation, experiments</p>
		<b>S</b>	<i>-Retell the beginning, middle and end of a story that is heard</i> <i>-Ask and answer concrete questions about familiar content</i>		
		<b>R</b>	<i>-Read familiar high frequency, irregularly spelled words by sight -</i> <i>Identify the final sounds of familiar words</i> <i>-Identify recurring phrases in nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths</i>		

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	<ul style="list-style-type: none"> <li>● <i>Students will tell time to the ½ hour</i></li> <li>● <i>Students will ask concrete questions about familiar content</i> <i>Students will identify recurring phrases in nursery rhymes, fables, fairy tales, tall tales, lullabies and myths</i></li> <li>● <i>Students will employ left-to-right and top-to-bottom orientation for writing</i></li> <li>● <i>Students will answer concrete questions about familiar content</i></li> </ul>	<p><b>W</b></p> <ul style="list-style-type: none"> <li>-<i>Draw or sequence pictures to tell or retell a story</i></li> <li>-<i>Employ left-to-right and top-to-bottom orientation for writing</i></li> </ul>		

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<b>February</b>	<ul style="list-style-type: none"> <li>● <i>Students will learn about George Washington</i></li> <li>● <i>Students will learn about Abraham Lincoln</i></li> <li>● <i>Students will learn about presidents</i></li> <li>● <i>Students will learn about Valentine’s Day</i></li> <li>● <i>Students will learn about Groundhog Day</i></li> <li>● <i>Students will respond to a variety of questions</i></li> <li>● <i>Students will use facial expressions to show basic feelings</i></li> <li>● <i>Students will identify and illustrate the main characters and setting of a story that is heard</i></li> <li>● <i>Students will recite repetitive chants or parts of books without visuals</i></li> <li>● <i>Students will count to at least 100 by 10’s</i></li> <li>● <i>Students will write a complete sentence using capitalization and end marks when given a prompt</i></li> </ul>	<b>L</b>	<i>Identify the characters and setting of a story that is heard</i>	-Feeling test -Identification of characters and setting of a story test -Main characters and setting illustration -Story chant test -Counting test by 10’s -Medial sound identification test - Written sentence using capitalization and end mark test -Onset/rime test -Story details test -Teacher observation	<b>Social studies/ELA:</b> Students will learn basic facts about Presidents, Washington and Lincoln  <b>Math:</b> Students will skip count by 10’s  <b>Targeted Vocabulary:</b> Social Studies/ELA: Presidents, Groundhogs Day, Valentine’s Day
		<b>S</b>	<i>Ask and answer questions</i>		
		<b>R</b>	<ul style="list-style-type: none"> <li>-<i>Recite memorized parts of chants, pattern books and familiar books</i></li> <li>-<i>Identify the medial sounds of familiar words</i></li> <li>-<i>Recognize capitalization in a sentence</i></li> <li>-<i>Recognize punctuation in a sentence</i></li> <li>-<i>Identify details that support main ideas in a text</i></li> </ul>		

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	<ul style="list-style-type: none"> <li>● <i>Students will identify the medial sounds in familiar words</i></li> <li>● <i>Students will identify and use onset/rime</i></li> <li>● <i>Students will identify details from a story heard</i></li> </ul>	<b>W</b>	<ul style="list-style-type: none"> <li>-Use rules for capitalization at the beginning of a sentence</li> <li>-Use rules for appropriate end marks</li> </ul>		

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<b>March</b>	<ul style="list-style-type: none"> <li>● <i>Students will write a complete sentence using high-frequency words</i></li> <li>● <i>Students will learn about Dr. Seuss</i></li> <li>● <i>Students will learn about St. Patrick's Day</i></li> <li>● <i>Students will be able to describe how wind moves objects in a grammatically correct sentence</i></li> <li>● <i>Students will write their whole name without a model</i></li> <li>● <i>Students will understand that proper nouns begin with a capital letter</i></li> <li>● <i>Students will count to 100 by 5's</i></li> <li>● <i>Students will write numbers through 50 using appropriate form</i></li> </ul>	<b>L</b>	<i>Demonstrate understanding of academic content words and phrases in selected concept-based categories</i>	-Written sentence test -Capitalization test -Wind description test using a grammatically correct sentence -Number writing test - Counting to 100 by 5's test -Reading consonant blends test -Decode using word patterns test -Teacher observation	<b>Social studies/ELA:</b> - Students will learn basic facts about Dr. Seuss. - Students will learn basic facts about St. Patrick's Day.  <b>Science:</b> Students will learn the effects of wind.  <b>Math:</b> Students will skip count by 5's  <b>Targeted Vocabulary:</b> Social Studies/ELA: leprechaun, rainbow
		<b>S</b>	<i>Use basic grammar patterns in speaking to produce familiar sentences</i>		
		<b>R</b>	-Spell previously learned words and phrases -Demonstrate knowledge of consonant blends, using recognizable words -Decode unknown words using word patterns		

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	<ul style="list-style-type: none"> <li>● <i>Students will demonstrate knowledge of consonant blends, using recognizable words</i></li> <li>● <i>Students will decode unknown words using word patterns</i></li> </ul>	<b>W</b>	<ul style="list-style-type: none"> <li>-<i>Use reference materials and/or generated word lists to expand word choices in writing</i></li> <li>-<i>Use rules for capitalization for names and places</i></li> </ul>		

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<b>April</b>	<ul style="list-style-type: none"> <li>● <i>Students will learn about Easter</i></li> <li>● <i>Students will learn about Earth Day</i></li> <li>● <i>Students will learn about Arbor Day</i></li> <li>● <i>Students will learn about Spring</i></li> <li>● <i>Students will provide 3 complete sentences to describe the beginning, middle and end of a story that was read to them</i></li> <li>● <i>Students will count to 110 by 10's</i></li> <li>● <i>Students will count to 110 by 5's</i></li> <li>● <i>Students will write numbers through 80 using appropriate form</i></li> <li>● <i>Students will match quantity up to at least 20 and beyond</i></li> <li>● <i>Students will follow a 3 step oral direction</i></li> <li>● <i>Students will read color words</i></li> <li>● <i>Students will identify "penny, nickel, dime and quarter" by value</i></li> </ul>	<b>L</b>	<i>Demonstrate comprehension of oral, multiple-step directions</i>	-Spring picture sequencing test -Story description test -Counting to 110 by 10's test -Counting to 110 by 5's test -Number writing test -Quantity to 20 test - Follow 3 step direction test -Read color words test -Coin value test -Teacher observation	<b>Social studies/ELA:</b> Students will learn basic facts about Earth Day and Arbor Day  <b>Science:</b> Rain, birds, spring  <b>Math:</b> Students will match quantities up to 20.  <b>Targeted Vocabulary:</b> Social Studies/ELA: Earth Day  Math: Inches, centimeters
		<b>S</b>	<i>Employs, words, phrases and sentences in social interactions related to everyday topics</i>		
		<b>R</b>	<i>-Identify the beginning, middle, and end of a story - Read previously learned words that have been organized by concept</i>		

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		<b>W</b>	<i>List details that describe story events</i>		



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<b>May</b>	<ul style="list-style-type: none"> <li>● <i>Students will learn about Memorial Day</i></li> <li>● <i>Students will learn about Mother’s Day</i></li> <li>● <i>Students will learn about zoo, farm, jungle, ocean and farm animals, pets, insects and birds</i></li> <li>● <i>Students will identify the various types of animal coverings Students will sort animals based on how many legs they have</i></li> <li>● <i>Students will plant seeds</i></li> <li>● <i>Students will learn about the characteristics of seeds</i></li> <li>● <i>Students will identify and label parts of a flower</i></li> <li>● <i>Students will write a complete sentence about an animal</i></li> <li>● <i>Students will understand the concepts of living versus nonliving</i></li> </ul>	<b>L</b>	<i>Demonstrate comprehension of oral word problems on math content</i>	-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 -Number writing test - Number reading test -Planting process picture sequencing test -Teacher observation	<b>Social studies/ELA:</b> Students will learn basic facts about Memorial Day and Mother’s Day.  <b>Science:</b> Students will learn basic facts about the characteristics of seeds and parts of flowers.  <b>Targeted Vocabulary:</b> Social Studies/ELA: Memorial Day
		<b>S</b>	<i>Describe people, places, and things, using some detail</i>		
		<b>R</b>	<i>Match letters to sounds to decode simple unknown words</i>		

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	<ul style="list-style-type: none"> <li>● <i>Students will count to 110 by 5's</i></li> <li>● <i>Students will count to 110 by 1's</i></li> <li>● <i>Students will decode simple CVC words</i></li> <li>● <i>Students will write numbers through 110 using appropriate form</i></li> <li>● <i>Students will read any number through 110</i></li> <li>● <i>Students will sequence the process of planting using pictures</i></li> <li>● <i>Students will comprehend oral word problems on math content</i></li> </ul>	<b>W</b>	<i>Draw or sequence pictures to tell or retell a story</i>		

### Content-Based ESL Curriculum Map

Grade Span:K-3

Proficiency Level: WIDA 2

Month	Student Profiles/Learning Goals	Student Learning Outcomes <small>L = Listening    R = Reading S = Speaking    W = Writing)</small>		Planned Assessments/ Student Work Products	Content-Area and Targeted Vocabulary
<b>June</b>	<ul style="list-style-type: none"> <li>● <i>Students will learn about Father's Day</i></li> <li>● <i>Students will learn about Flag Day</i></li> <li>● <i>Students will learn about summer</i></li> <li>● <i>Students will learn about vacations</i></li> <li>● <i>Students will draw pictures of an activity that they could do in the summer</i></li> <li>● <i>Students will write a complete sentence about what they would like to do or what they are going to do for a vacation</i></li> <li>● <i>Students will read the temperature on a thermometer</i></li> <li>● <i>Students will read 20 high frequency words</i></li> </ul>	<b>L</b>	<i>Demonstrate comprehension of classroom discussions and interactions when clarification is given</i>	-Summer activity drawing -Written sentence about a summer vacation -Read the temperature on a thermometer -Read high frequency words test -Teacher observation	<b>Social studies/ELA:</b> Students will learn basic facts about Father's Day and Flag Day.  <b>Targeted Vocabulary:</b> Social Studies/ELA: Flag Day, Father's Day
		<b>S</b>	<i>Recount prior experiences and events of interest, using familiar sentences</i>		
		<b>R</b>	<i>Read familiar high frequency, irregularly spelled words by sight</i>		
		<b>W</b>	<i>List new words and phrases related to the topic of a writing task</i>		