

Content-Based ESL Curriculum Map

Grade Span: 4-5

Proficiency Level: WIDA 1

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	<ul style="list-style-type: none"> ● <i>Students will copy their name.</i> ● <i>Student will review the Roman alphabet.</i> ● <i>Students will verbally express basic needs/wants in one word utterances.</i> ● <i>Students will draw a picture of their family.</i> ● <i>Students will identify colors and shapes.</i> ● <i>Students will identify, sort and categorize various objects and pictures – toys, foods, clothes, family members, etc.</i> ● <i>Students will identify whom to consult for assistance.</i> ● <i>Students will identify and follow class expectations.</i> ● <i>Students will introduce themselves and others.</i> 	L	<p><i>Demonstrate comprehension of everyday words and phrases, using pictures, actions, and/or objects.</i></p> <p><i>Demonstrate comprehension of words that express personal needs. Demonstrate comprehension of words, phrases, and sentences used in social interactions related to everyday topics (such as “family,” “social,” “school.”)</i></p> <p><i>Identify and follow classroom expectations and conventions.</i></p> <p><i>Identify whom to consult for assistance.</i></p>	<p>-Color recognition test</p> <p>-Shape recognition test</p> <p>-Sort recognition test</p> <p>- Family project drawing with vocabulary labeling</p> <p>- Teacher observation -</p> <p>Listening assessment: Students will respond to teacher: Who is in your family?/What food do you like to eat?/What do you like to do at home?</p>	<p>Social Studies/ ELA/ Science/Math:</p> <p><i>Students will listen to stories about family, the alphabet, colors, etc.</i></p> <p><i>Students will draw their own pictures of their family.</i></p> <p><i>Students will practice prereading exercises (i.e. alphabet, vowel & consonant sounds, etc).</i></p> <p><i>Students will describe different family groups.</i></p> <p><i>Students will count the number of people in a family.</i></p> <p><u>Key Vocabulary</u></p> <p>Family (mother,father, sister, etc.), colors (red, blue, etc.), shapes (circle, square, etc.), teacher, “my name is…”</p>
		S	<p><i>Make and respond to oral requests.</i></p>		

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Grade Span: 4-5

Proficiency Level: Beginner

		R	<i>Listen to stories read aloud. Match previously learned spoken words to written words. Recognize letter-sound matches by identifying and naming each letter of the alphabet.</i>	
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Month	Student Profiles/Learning Goals	Student Learning Outcomes	Planned Assessments/ Student Work Products	Content-Area and Targeted Vocabulary				
		W	<i>Write words that have personal meaning. Draw pictures and/or use letters to spell words that give others information.</i>					
October	<ul style="list-style-type: none"> • Students will show how to handle a book, turn the pages and identify the covers and title page • Students will be exposed to the season of fall (weather changes and customs) • Students will gain meaning of a text by using text and illustrations • 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">L</td> <td> <i>Demonstrate comprehension of simple oral requests. Demonstrate comprehension of oral directions that include visuals Identify and follow classroom expectations and conventions (such as raising hand, taking turns)</i> </td> </tr> <tr> <td style="text-align: center;">S</td> <td> <i>Express basic personal needs and information and school related information, using spoken words and phrases</i> </td> </tr> </table>	L	<i>Demonstrate comprehension of simple oral requests. Demonstrate comprehension of oral directions that include visuals Identify and follow classroom expectations and conventions (such as raising hand, taking turns)</i>	S	<i>Express basic personal needs and information and school related information, using spoken words and phrases</i>	-“Using a Book” test/Listening assessment: student finds parts of book as teacher states them - Counting test - Quantities matching test - Measurement test - Shape naming test - Color naming test	Social Studies/ELA/ Science/ Math: <i>Students will participate in interactive read-alouds about fall customs. Students research how apples and pumpkins grow. Students will count, measure, and graph quantities of pumpkins, apples, leaves, etc.</i>
L	<i>Demonstrate comprehension of simple oral requests. Demonstrate comprehension of oral directions that include visuals Identify and follow classroom expectations and conventions (such as raising hand, taking turns)</i>							
S	<i>Express basic personal needs and information and school related information, using spoken words and phrases</i>							

Content-Based ESL Curriculum Map

Grade Span: 4-5

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	<p>Students will be exposed to short stories (i.e. Johnny Appleseed; stories about Halloween, etc.)</p> <ul style="list-style-type: none"> • Students will follow oral directions with visual cues • Students will count to 20. • Students will identify and name coins • Students will become familiar with fire drill procedure. 	R	<p><i>Use labeled text illustrations, charts, and other graphics to increase comprehension of vocabulary.</i></p> <p><i>Listen to stories read aloud.</i></p> <p><i>Use text as well as illustrations to gain meaning of text</i></p> <p><i>Demonstrate how to handle a book and turn the pages</i></p> <p><i>Identify the covers and title page of a book</i></p>	<ul style="list-style-type: none"> - “Following directions” test - Coin test - Graph Assignment - Teacher observation 	<p><i>Students will count and identify coins.</i></p> <p><u>Key</u> _____ <u>Vocabulary</u></p> <p>apple,pumpkin,fall, Halloween, penny, nickel, quarter, dollar, cents</p>
		W	<p><i>Draw pictures and/or use letters to spell words that give others information</i></p> <p><i>List details that describe story events.</i></p>		

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November	<ul style="list-style-type: none"> • 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 	L	<i>Demonstrate understanding when simple information is given.</i>	<ul style="list-style-type: none"> - Name 7 days of the week - Preposition test - Calendar Year Weather Activity - Internet (freerice.com) - “How to Grow Corn” Activity (<i>Avenues C</i>) - Counting test 	<p>Social Studies/ ELA/ Math/ Science:</p> <p><i>Students will participate in interactive read-alouds about Thanksgiving & Veteran’s Day.</i></p> <p><i>Students will perform basic arithmetic functions.</i></p>
		S	<i>Express confusion. Make predictions or inferences based on a story or information that has been heard.</i>		

Content-Based ESL Curriculum Map

Grade Span: 4-5

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	<ul style="list-style-type: none"> 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 • Students will make predictions about main ideas before reading a story • Students will count to fifty • Students will use technology to increase their vocabulary knowledge 	R	<p><i>Predict the purpose and meaning of text by reading its title.</i></p> <p><i>Predict the purpose and meaning of text by interpreting accompanying illustrations.</i></p> <p><i>Recognize rhyming words in English</i></p> <p><i>Make predictions about main ideas before reading a story, using prior knowledge and visual cues</i></p>	<ul style="list-style-type: none"> -Prediction Graphic Organizer Worksheet - Name-writing Test -Story prediction test -Corn growing assignment -Teacher Observation - Listening assessment: <p>Students will demonstrate basic prepositions using objects on a table -</p> <p>Students will create a weather chart for the month</p>	<p><i>Students will use prepositions to communicate.</i></p> <p><i>Students will explore weather patterns.</i></p> <p><i>Students will participate in a plant-growing experiment.</i></p>
		W	<p><i>Draw or sequence pictures to tell or retell a story.</i></p>		

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December	<ul style="list-style-type: none"> • Students will be exposed to Christmas, Hanukkah and Kwanzaa (holidays celebrated worldwide) 	L	<p><i>Demonstrate comprehension of a simple story or poem that is heard using prior knowledge or visual cues</i></p>	<ul style="list-style-type: none"> -Opposites test - Community helpers matching test - Coin naming test 	<p>Social Studies/ Geography/Music/ELA/ Math:</p>

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Grade Span: 4-5

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	<p>Students will name basic opposites</p> <p>Students will be exposed to basic community helpers</p> <ul style="list-style-type: none"> • (police officer, firefighter, postman, doctor, teachers, etc.) • Students will name “nickel, dime and quarter” • Students will discriminate between two words to indicate if they rhyme or 	S	<p><i>Employ vocabulary essential for grade-level content learning</i></p>	<p>- Rhyme discrimination assessment</p> <p>-Story comprehension test</p> <p>-Letter and sound identification matching</p> <p>- Holiday Celebration dictation rubric</p> <p><i>Celebrations pg.. 196, Rosh Ha-Shanah Eve, Kwanzaa Is..., Mawlid Al-</i></p>	<p><i>Students will read and respond to a short story & poem.</i></p> <p><i>Students will study about cultural traditions, music and locations of different holidays.</i></p> <p><i>Students will identify coins, count ornaments and create paper chains.</i></p>
		R	<p><i>Identify synonyms and antonyms for frequently used words</i></p> <p><i>Recognize letter-sound matches by identifying and naming each letter of the alphabet</i></p>		

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Content-Based ESL Curriculum Map

Grade Span: 4-5

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	<p>not</p> <ul style="list-style-type: none"> Students will demonstrate comprehension of simple stories Students will name each letter and the sound it makes (using teacher guided lessons & interactive computer programs) Students will dictate a short account of personal experiences with a holiday celebration Students will learn about the genre of poetry Students will learn school protocol during winter months 	W	<p><i>Dictate short accounts of personal experiences /preferences</i></p>	<p><i>Nab, Fourth of July, We Celebrate</i>, - poems & songs: Unit 4 (<i>Avenues C</i>)</p> <ul style="list-style-type: none"> Interactive Student Computer programs (i.e. illumination.ncet and smartfit websites) - Teacher observation - Listening assessment: (Who am I? game-teacher will describe community helpers and students will state which person it is.) 	<p><u>Key Vocabulary</u> holiday, celebration, community helpers, countries, tradition</p>
January	<ul style="list-style-type: none"> Students will be exposed to an academic text (science article). Students will read 5 high frequency words Students will write their whole name with a model Students will engage in cooperative learning 	L	<p><i>Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or pictures</i></p>	<ul style="list-style-type: none"> - Animal Guessing Game (<i>Avenues C</i>) – pg. 265 - Science Words Vocabulary Pre-reading activity -Run & Hide – article reading (<i>Avenues C</i>) – pg. 268 	<p>Science/Math/ELA/Music: <i>Students will read a short science article, discuss ways that animals protect themselves, and learn basic science vocabulary. Students will read short stories and a sing songs. Students will use math skills</i></p>
		S	<p><i>Identify the beginning, middle and end of a story that is heard</i></p>	<ul style="list-style-type: none"> - Name writing quiz 	

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	<ul style="list-style-type: none"> 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/song Students will count to 50 Students will match quantities to at least 10 	R	<i>Read familiar high frequency, irregularly spelled words by sight</i> <i>Produce rhyming words in English using activities such as word games</i> <i>Identify the final sounds of familiar words</i>	-Rhyming quiz - Reading activity & Beginning/Middle/End graphic organizer (Teacher selected story & Song -Camouflage Experiment (<i>Avenues C</i>) page 290 w/ counting 1-50 activity - Cooperative learning checklist -Quantity Matching Assignment -Teacher observation	<i>(i.e. counting, matching, etc.)</i> Key Vocabulary predator, prey, protect, hide, habitat, environment
February	<ul style="list-style-type: none"> Students will learn about Valentine’s Day traditions 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 	L	<i>Demonstrate comprehension of everyday expressions used in interpersonal interactions</i>	- Teacher selected book about “Feelings” & activity - Sentence forming activity (using visuals) - Reading Activity & Character/Setting graphic organizer (Teacher selected stories) &	ELA/Math: <i>Students will read and analyze the basic components of fiction stories.</i> <i>Students will expand their mathematic skills by identifying/comparing shapes & counting by 5s.</i>
		S	<i>Identify the characters and setting of a story that is heard.</i>		
		R	<i>Recite memorized parts of chants, pattern books and familiar books</i> <i>Identify the final sounds of familiar words</i>		

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	<ul style="list-style-type: none"> 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 10s Students will identify shapes 	W	<i>Write or dictate a sentence that synthesizes a given set of facts or ideas from a literary or an informational text</i>	<i>Grandpa Toad's Secrets (Avenues C)</i> - Chant Activity -Counting to 50 by 10s activity -Teacher Observation - Listening assessment: teacher dictates words and students give final sounds in which they hear	Key vocabulary happy, sad, Valentine's Day, scared, hungry, enemy, friend
March	<ul style="list-style-type: none"> Students will practice sight words (using teacher guided lessons & interactive computer programs) Students will write a simple sentence using high frequency words Students will learn about the water cycle and conduct a science experiment. • Students will learn to use diagrams to show how 	L	<i>Demonstrate comprehension of vocabulary essential for grade level content learning, using pictures, actions, and/or objects</i>	- Computer Sight Word Activities (i.e. illumination.ncet and smartfit websites) - Sentence writing activities (capitalization & punctuation) and quiz - Sight word sentence writing activity & quiz -Science Experiment (<i>Water, Water,</i>	Science, Math, Social Studies, Music, ELA: <i>Students will learn about the water cycle. Students will use graphs to represent information garnered from interviews. Students will continue to augment their knowledge of counting numbers. Students will learn about</i>
		S	<i>Respond briefly to questions on academic content</i>		
		R	<i>Spell previously learned words and phrases</i> <i>Identify the medial sounds of familiar words</i> <i>Recognize capitalization in sentences</i> <i>Recognize punctuation in sentences</i>		

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	<p style="text-align: center;">processes work</p> <ul style="list-style-type: none"> • Students will be exposed to Dr. Seuss • Students will be exposed to St. Patrick’s Day • 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’s by 5’s 	W	<p><i>Use general and specific words and phrases to write about familiar objects and events</i></p>	<p><i>Everywhere – Avenues C pg. 137)</i> - Song :Puddles to the Sky” (Avenues C) - Water Cycle Diagram - modified (pg. 156) - Make a Graph Activity (Avenues C) pg. 158 - Reading Activity (Dr. Seuss selections) - Writing their whole name quiz - Interactive Read-alouds (St. Patrick’s Day) - Final Sound identification test -Counting to 50 by 5’s test -Teacher observation</p>	<p><i>the cultural traditions and history of St. Patrick’s Day. Students will use music to learn science vocabulary and understand the Water Cycle. Students will improve their English sight word vocabulary and grammar. Students will study the works of Dr. Seuss.</i></p> <p><u>Key Vocabulary</u> water, cloud, disappear, diagram</p>
April	<ul style="list-style-type: none"> • Students will provide a simple sentence to describe the beginning, middle and end of a story that was read to them. • Students will be exposed to Spring holidays (i.e. Easter, Earth Day, Arbor Day, etc.) 	L	<p><i>Demonstrate comprehension of simple oral requests Identifies the beginning, middle, and end of a story that is heard.</i></p>	<p>- Spring picture sequencing test -Story Description Graphic Organizer Activity (Beg./Middle/End) - Story Description</p>	<p>ELA/Geography/Math: <i>Students identify and analyze a story’s main components. Students create descriptive writing products about a topic.</i></p>
S	<p><i>Employs, words, phrases and sentences in social interactions related to every day topics.</i></p>				
R	<p><i>Identify the beginning, middle, and end of a story.</i></p>				

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Proficiency Level: Beginner

	<ul style="list-style-type: none"> Students will work in cooperative learning groups. Students will write about "water." Students will count to 100 by 10's Students will match quantities up to at least 20 and beyond. 	W	<p><i>List details that describe story events.</i> <i>Write an account based on personal experience that has a focus and supporting detail.</i></p>	<p>Quizzes -"Water Words" Cooperative Group Activity (<i>Avenues C</i>) pg. 192 - "Write About a Rainy Day" (<i>Avenues C</i>) -Counting to 100 by 10's test -Quantify to 20 test - Listening assessment: Teacher will read a story and students will verbally state b/m/e for the story.</p>	<p><i>Students explore the climate changes associate with spring.</i> <i>Students will continue to augment their knowledge of numbers.</i></p> <p><u>Key Vocabulary</u> rain, showers, trees, spring, birds</p>
May	<ul style="list-style-type: none"> Students will research and compare and contrast different musical instruments. Students will write complete sentences about musical instruments. Students will listen to musical selections from different cultures. Students will learn about the holidays associated with May (i.e Memorial Day & Mother's Day) Students will count to 100 by 5's 	L	<p><i>Identify important information about academic content, using prior knowledge and/or visual cues as needed.</i></p>	<p>- "Make Some Noise Activity" (<i>Avenues C</i>) pg. 337 & 338 : creating list of adjectives -Listening assessment: Students will listen to various instruments on CD and teacher will create a rubric, comparing and contrasting the sounds. - Rubric for Research Assignment (Comparing and Contrasting Two</p>	<p>Music/ELA/Social Studies: <i>Students will listen to music cds and attend a musical performance. Students will read a realistic fiction work. Students will use the internet and other sources to research the characteristics and cultural significance of two different musical instruments. Students will learn about</i></p>
S	<p><i>Describe people, places, and things, using some detail.</i> <i>S.3.40 Describe how two things within a given academic content are alike or different.</i></p>				
R	<p><i>Recognize that written words are separated by spaces.</i> <i>Identify key words to assist in searching for helpful information.</i> <i>Summarize data gathered through research.</i></p>				

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Grade Span: 4-5

Proficiency Level: Beginner

	<ul style="list-style-type: none"> Students will count to 110 by 1s 	W	<p><i>Identify previously learned words and phrases that are related to the topic of a writing task.</i></p> <p><i>Works collaboratively with peers when using technology in the classroom.</i></p>	<p>Musical Instruments from Two Different Cultures)</p> <p>-Cooperative Learning Groups</p> <p>_ Yes/no Assignment</p> <p>Journal Reflection (reaction to a field trip to musical performance and/or “Write about a Noisy Place.”)</p> <p>-Interactive Read-Alouds (topics about Mother’s Day and Memorial Day)</p> <p>-Counting by 1’s test</p> <p>-Counting to 100 by 5’s test</p> <p>-Teacher Observation</p>	<p><i>the history and cultural traditions associated with Memorial Day and Mother’s Day.</i></p> <p><i>Students will continue to augment their knowledge of numbers.</i></p> <p><u>Key Vocabulary</u></p> <p>concert, loud, soft, play, field trip, instrument, high, low</p>
June	<ul style="list-style-type: none"> Students will listen to patriotic songs from the United States and other cultures. Students will understand a nonfiction, social studies article about Independence Day in the United States. Students will learn about the holidays associated with June & Summer(i.e. Father’s Day, Flag Day, summer vacation, 	L	<p><i>Demonstrate comprehension of simple sentences, including statements, questions, and commands, when spoken slowly, and with repetitions as needed.</i></p>	<p>- Patriotic song sampling & discussion</p> <p>- “Write to tell How You Feel” (Avenues C) pg. 259: Activating Prior Knowledge about holidays</p> <p>- Independence Day (Avenues C) pg. 242</p> <p>Jigsaw Cooperative Learning Activity</p>	<p>Social Studies/ELA/Music/Art:</p> <p><i>Students will study the history of the United States’ independence movement.</i></p> <p><i>Students will engage in writing assignments.</i></p> <p><i>Students will explore them music associated with different nations’</i></p>
S	<p><i>Recount prior experiences and events of interest, using familiar sentences.</i></p> <p><i>Use familiar phrases and statements when speaking with basic grammar patterns.</i></p>				
R	<p><i>Recognize that printed sentences are made up of separate words.</i></p>				

Content-Based ESL Curriculum Map

Grade Span: 3-4

Proficiency Level: Beginner

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
	<p>July 4th, etc.)</p> <ul style="list-style-type: none"> ● Students will write a complex sentence about what they would like to do or what they are going to do for a vacation. ● Students will create an artistic project to demonstrate content understanding. ● Students will give an oral presentation. ● Students will work in cooperative learning groups. 	W	<p><i>Employ left-to-right and top-to bottom orientation for writing.</i></p>	<ul style="list-style-type: none"> - Summer Activity Drawing w/ written sentence about a summer vacation - Rubric for “Make a Class Flag” project -Oral presentation rubric for “Make a Class Flag” project - Journal Activity 	<p><i>independence backgrounds. Students will create a visual art project.</i></p> <p><u>Key Vocabulary</u> birthday, independence, sign, freedom</p>