



Stafford Township School District

ESL (English as a Second Language) Curriculum Grade K

Statement of Purpose

The purpose of the English as a Second Language program is to provide a basic foundation in English for the Non-English and English Language Learner student. The goal of this transitional program is the progressive development of language skills that will enable learners to function successfully in school and society. In addition, the ESL program facilitates student's adjustment to a new environment by introducing them to the American culture.

At the elementary school level, the ESL activities are designed to develop basic communication skills. These basic skills include: listening, speaking, reading, writing, pronunciation, vocabulary, and linguistic skills through a content-based and multicultural curriculum.

Efforts are made to develop in the student and staff of the school an attitude of acceptance of non-native American students. ESL students are encouraged to share their heritage and culture with native English-speaking students. With these shared experiences, all students can learn and value cultural diversity in our community and society.

The focus of the ESL program is the fulfillment of the academic, social, and personal goals of each individual student. It recognizes individual differences in language proficiency and cultural backgrounds. It endeavors to provide learners with opportunities to develop and realize their potential, interests, and aspirations.

The Stafford Township ESL program has five (5) primary goals:

1. To help ESL students attain proficiency in English for communication in school and the community.
2. To help students attain proficiency in English in order to make satisfactory progress in the regular school program.
3. To prepare students to successfully meet criteria on standardized tests.
4. To provide instruction that satisfies cultural as well as linguistic needs.
5. To promote an appreciation of different cultures and their contributions to our society.

Primary Interdisciplinary Connections: Social Studies, Science, Language Arts

Unit 1: Self-Discovery	Duration: 45 days (September – October)
Standards	
The WIDA English Language Proficiency (ELP) Standards	
ELP St. 1	English language learners communicate for Social and Instructional purposes within the school setting.
ELP St. 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
ELP St. 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.
Interdisciplinary Connections	
Language Arts Standards	
RL.K.4.	Ask and answer questions about unknown words in a text.
RI.K.10.	Actively engage in group reading activities with purpose and understanding.
Technology Standards	
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
	21st Century Life and Careers
	Century Life and Career Skills: 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace. http://www.state.nj.us/education/aps/cccs/career/
	9.1 Personal Financial Literacy
	This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
	9.2 Career Awareness, Exploration, and Preparation
	This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
	9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
	9.3 Career and Technical Education
	This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
	Career Ready Practices
	CRP4. Communicate clearly and effectively and with reason.

Essential Understandings	Essential Questions
<i>Students will understand that...</i> <ul style="list-style-type: none"> • There are many similarities and unique differences between themselves and their peers. 	<ul style="list-style-type: none"> • How am I the same/different as others? • How is my family the same/different than others? • How is my culture the same/different than others?
Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Student participation • Ongoing observations • Anecdotal records • Student performance checklist • Listening in on student conversations • Matching labels/pictures • Teacher observations • Discussions • Retellings • Read alouds with fluency • Entry/Exit tickets • Group/Pair activities • Checklists 	<ul style="list-style-type: none"> • Unit Tests • Sequential Language Story Summaries • Student performance checklist • Vocabulary assessments • Projects • Writing samples
Benchmark	Alternative
<ul style="list-style-type: none"> • WIDA • DRA2 	<ul style="list-style-type: none"> • Recite songs and chants • Rubrics • Presentations • Journal entries • Projects • Writing samples • Benchmark
Knowledge and Skills	

Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Vocabulary for items related to self/peers ● Vocabulary for items related to family 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Acquire a deep, descriptive vocabulary. ● Understand and apply English grammar. ● Demonstrate understanding of character, setting, and plot ● Ask and answer <i>wh</i>- questions to demonstrate understanding of key details in a text ● Capitalize dates and names of people ● Use end punctuation for sentences ● Build on others' talk in conversations by responding to comments and asking questions ● Recall information from experiences or gather information from provided sources to answer a question ● Write a narrative in which they recount two or more sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure
Instructional Plan	
Suggested Activities	Resources
<p>The student will engage in games, music, and movement, dramatic plays. (Social/instructional language)</p>	<p>Essential materials, supplementary materials, links to best practices, manipulatives, word wall charts, Chromebook, google apps, visuals audio</p>
<p>The student will utilize picture cards, chants, phonics, phonemic awareness, concepts of print, high-frequency words, comprehension strategies.</p>	<p>Essential materials, supplementary materials, links to best practices, manipulatives, word walls, Chromebook, google maps, visuals, audio</p>
<p>The student will produce and share a piece of writing: big book, information chart, steps for a game, or story-related to self-discovery.</p>	<p>Essential materials, supplementary materials, links to best practices, manipulatives, word walls, Chromebook, google maps, visuals, audio</p>
Literature	
<ul style="list-style-type: none"> ● Scott Foresman ESL Sunshine Edition Big Books by Jim Cummins & Anna Uhl Chamot, Publisher -Pearson ESL ● <i>Tiny Talk</i> by Susan Rivers ● <i>Magic Time</i> by Kathleen Kampa and Charles Vilina ● <i>Finding Out</i> by David Paul ● <i>Basic English Skills</i> by Ruth C. Elliott 	

- *Alexander & the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- *Amelia Bedelia Goes Camping* by Peggy Parish
- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr.
- *Green Eggs & Ham* by Dr. Seuss
- *Junie B. Jones Smells Something Fishy* by Barbara Park
- *No David!* by David Shannon
- *The Snowy Day* by Ezra Jack Keats
- *Whistle for Willie* by Ezra Jack Keats
- *Peter's Chair* by Ezra Jack Keats
- *The Very Hungry Caterpillar* by Eric Carle

Websites

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www.gonoodle.com	www.abcmouse.com
www.education.com	www.pbskids.org
www.everythingESL.net	www.enchantedlearning.com
www.harcourtschool.com	www.njtesol-njbe.org
www.scholastic.com	www.ESL-Kids.com
www.peppapiq.com	www.Englishgrammar.org
www.youtube.com	

Modifications/Accommodations

English Language Learners

- Shorten or simplify directions
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified classwork and homework assignments

Special Education/504 Plans

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Modify for varying proficiency levels, multiple intelligences, and grade levels

- Use visuals and gestures
- Use sentence starters
- Build background knowledge
- Highlight key words
- Graphic organizers
- Basic Skills- Pre-teach vocabulary, Preview lesson, Accountable Talk stems, Chunk text, Provide extra time

Basic Skills

- Modified Assignment
- Teacher Modeling
- Partner Work
- Teacher Prompts

Economically Disadvantaged

- Extra set of materials for home
- Study guides
- Modified Assignment

Gifted and Talented

- Higher Level Text
- Provide Multisyllabic Words
- Choice Board to extend learning
- Integrate a variety of activities to meet all types of multiple intelligences

Students at Risk of School Failure

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments

Unit 2: My Classroom	Duration: 45 days (November – January)
Standards	
The WIDA English Language Proficiency (ELP) Standards	
ELP St. 1	English language learners communicate for Social and Instructional purposes within the school setting.
ELP St. 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
ELP St. 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.
Interdisciplinary Connections	
Language Arts Standards	
RL.K.4. Ask and answer questions about unknown words in a text.	
RI.K.10. Actively engage in group reading activities with purpose and understanding.	
Technology Standards	
8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.	
21st Century Life and Careers	
<p>Century Life and Career Skills: 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.</p> <p>http://www.state.nj.us/education/aps/cccs/career/</p>	
9.1 Personal Financial Literacy	
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.	
9.2 Career Awareness, Exploration, and Preparation	
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.	
9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.	
9.3 Career and Technical Education	
This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.	
Career Ready Practices	
CRP4. Communicate clearly and effectively and with reason.	

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Students will understand language related to a classroom. • Students will be able to identify people/places/things in a classroom setting. 	<ul style="list-style-type: none"> • What items do you use on a regular basis in your classroom? • Who do you interact with in your classroom? • What roles are portrayed in your classroom?
Evidence of Student Learning	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Student participation • Ongoing observations • Anecdotal records • Student performance checklist • Listening in on student conversations • Matching labels/pictures • Teacher observations • Discussions • Retellings • Read alouds with fluency • Entry/Exit tickets • Group/Pair activities • Checklists 	<ul style="list-style-type: none"> • Unit Tests • Sequential Language Story Summaries • Student performance checklist • Vocabulary assessments • Projects • Writing samples
Benchmark	Alternative
<ul style="list-style-type: none"> • WIDA • DRA2 	<ul style="list-style-type: none"> • Recite songs and chants • Rubrics • Presentations • Journal entries • Projects • Writing samples • Benchmark
Knowledge and Skills	

Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Vocabulary for items found in a school classroom. ● Classroom rules and routines ● Vocabulary for activities that take place in the school classroom. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Acquire a deep, descriptive vocabulary. ● Understand and apply English grammar. ● Make meaning of any type of text to ensure academic success. ● Ask and answer questions about information from a speaker, offering elaboration and detail ● Use sentence-level context as a clue to the meaning of a word or phrase ● Determine the meaning of a new word formed when a known affix is added to a known word ● Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (mood, characters, setting, key events)
Instructional Plan	
Suggested Activities	Resources
The student will engage in games, music, movement, and dramatic plays.	Essential materials, supplementary materials, links to best practices, manipulatives, word wall charts, Chromebook, google apps, visuals, audio
The student will utilize picture cards, chants, phonics, phonemic awareness, concepts of print, high-frequency words, comprehension strategies	Essential materials, supplementary materials, links to best practices, manipulatives, word wall charts, Chromebook, google apps, visuals, audio
The student will produce and share a piece of writing: big book, information chart, steps for a game, or story-related to self-discovery.	Essential materials, supplementary materials, links to best practices, manipulatives, word wall charts, Chromebook, google apps, visuals, audio
Literature	
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www.enchantedlearning.com	www.harcourtschool.com
www.scholastic.com	www.ESL-Kids.com
www.peppapig.com	www.Englishgrammar.org
www.youtube.com	

Modifications/Accommodations

English Language Learners

- Shorten or simplify directions
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified classwork and homework assignments

Special Education/504 Plans

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Modify for varying proficiency levels, multiple intelligences, and grade levels
- Use visuals and gestures
- Use sentence starters
- Build background knowledge

<ul style="list-style-type: none"> ● Highlight key words ● Graphic organizers ● Basic Skills- Pre-teach vocabulary, Preview lesson, Accountable Talk stems, Chunk text, Provide extra time 	
Basic Skills <ul style="list-style-type: none"> ● Modified Assignment ● Teacher Modeling ● Partner Work ● Teacher Prompts 	
Gifted and Talented <ul style="list-style-type: none"> ● Higher Level Text ● Provide Multisyllabic Words ● Choice Board to extend learning ● Integrate a variety of activities to meet all types of multiple intelligences 	
Students at Risk of School Failure <ul style="list-style-type: none"> ● Alternative assessment ● Flexible/cooperative grouping ● Graphic organizers ● Parent-teacher communication ● Integrate a variety of activities to meet all types of multiple intelligences ● Modified classwork and homework assignments 	
Economically Disadvantaged <ul style="list-style-type: none"> ● Extra set of materials for home ● Study guides ● Modified Assignments 	
Unit 3: My Community	Duration: 45 days (February – March)
Standards	
The WIDA English Language Proficiency (ELP) Standards	
ELP St. 1	English language learners communicate for Social and Instructional purposes within the school setting.
ELP St. 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
ELP St. 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Interdisciplinary Connections	
Language Arts Standards	
RL.K.4. Ask and answer questions about unknown words in a text.	
RI.K.10. Actively engage in group reading activities with purpose and understanding.	
Technology Standards	
8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.	
21st Century Life and Careers	
<p>Century Life and Career Skills: 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.</p> <p>http://www.state.nj.us/education/aps/cccs/career/</p>	
9.1 Personal Financial Literacy	
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.	
9.2 Career Awareness, Exploration, and Preparation	
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.	
9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.	
9.3 Career and Technical Education	
This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.	
Career Ready Practices	
CRP4. Communicate clearly and effectively and with reason.	
Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● 'Students will understand that they are an important part of their community. ● Students will learn about interesting people who work in the community. ● Students will identify places to visit in the community. 	<ul style="list-style-type: none"> ● What places are there to visit in my community? ● What types of people work in my community? ● What role do I play in my community?
Evidence of Student Learning	
Formative Assessments	Summative Assessments

<ul style="list-style-type: none"> • Student participation • Ongoing observations • Anecdotal records • Student performance checklist • Listening in on student conversations • Matching labels/pictures • Teacher observations • Discussions • Retellings • Read alouds with fluency • Entry/Exit tickets • Group/Pair activities • Checklists 	<ul style="list-style-type: none"> • Unit Tests • Sequential Language Story Summaries • Student performance checklist • Vocabulary assessments • Projects • Writing samples
<p>Benchmark</p>	<p>Alternative</p>
<ul style="list-style-type: none"> • WIDA • DRA2 	<ul style="list-style-type: none"> • Recite songs and chants • Rubrics • Presentations • Journal entries • Projects • Writing samples • Benchmark
<p>Knowledge and Skills</p>	
<p>Content</p>	<p>Skills</p>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Vocabulary for people/places/things in the community. • Vocabulary for activities/events that take place in the community. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Acquire a deep, descriptive vocabulary. • Understand and apply English grammar. • Make meaning of any type of text to ensure academic success. • actively engage in group reading activities with purpose and understanding • engage in two strand conversations following agreed-upon rules for discussions, asking questions and taking turns • ask and answer questions about key details in a text

	<ul style="list-style-type: none"> ● recall information from experiences or gather information from provided sources to answer a question ● build on others' talk in conversations by responding to comments and asking questions ● Use a Venn diagram to compare and contrast two communities
Instructional Plan	
Suggested Activities	Resources
The student will engage in games, music, movement, and dramatic plays	Essential Materials, Supplementary Materials, Links to Best Practices, Manipulatives, Word wall charts, Chromebooks, Google apps, Visuals, Audio
The student will utilize picture cards, chants, phonemic awareness, concepts of print, high-frequency words, & comprehension strategies.	Essential materials, supplementary materials, links to best practices, manipulatives, word wall charts, Chromebook, google apps, visuals, audio
The student will produce and share a piece of writing: big book, information chart, steps for a game, or story-related to self-discovery.	Essential materials, supplementary materials, links to best practices, manipulatives, word wall charts, Chromebook, google apps, visuals, audio
Literature	
<p>Scott Foresman ESL Sunshine Edition Big Books by Jim Cummins & Anna Uhl Chamot, Publisher- Pearson ESL</p> <p><i>Tiny Talk</i> by Susan Rivers</p> <p><i>Magic Time</i> by Kathleen Kampa and Charles Vilina</p> <p><i>Finding Out</i> by David Paul</p> <p><i>Basic English Skills</i> by Ruth C. Elliott</p> <p><i>Alexander & the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst</p> <p><i>Amelia Bedelia Goes Camping</i> by Peggy Parish</p> <p><i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr.</p> <p><i>Green Eggs & Ham</i> by Dr. Seuss</p> <p><i>Junie B. Jones Smells Something Fishy</i> by Barbara Park</p> <p><i>No David!</i> by David Shannon</p> <p><i>The Snowy Day</i> by Ezra Jack Keats</p> <p><i>Whistle for Willie</i> by Ezra Jack Keats</p> <p><i>Peter's Chair</i> by Ezra Jack Keats</p> <p><i>The Very Hungry Caterpillar</i> by Eric Carle</p>	

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www.scholastic.com	www.ESL-Kids.com
www.peppapiq.com	www.Englishgrammar.org
www.youtube.com	
Modifications/Accommodations	
<p>English Language Learners</p> <ul style="list-style-type: none"> • Shorten or simplify directions • Alternative assessment • Flexible/cooperative grouping • Graphic organizers • Native Language Support and Resources • Modified classwork and homework assignments 	
<p>Special Education/504 Plans</p> <ul style="list-style-type: none"> • Provide differentiated instruction as needed • Follow all IEP modifications/504 plan • Provide manipulatives or the opportunity to draw solution strategies • Modify for varying proficiency levels, multiple intelligences, and grade levels • Use visuals and gestures • Use sentence starters • Build background knowledge • Highlight key words • Graphic organizers • Basic Skills- Pre-teach vocabulary, Preview lesson, Accountable Talk stems, Chunk text, Provide extra time 	
<p>Basic Skills</p> <ul style="list-style-type: none"> • Modified Assignment • Teacher Modeling • Partner Work • Teacher Prompts 	

Economically Disadvantaged

- Extra set of materials for home
- Study guides
- Modified Assignment

Gifted and Talented

- Higher Level Text
- Provide Multisyllabic Words
- Choice Board to extend learning
- Integrate a variety of activities to meet all types of multiple intelligences

Students at Risk of School Failure

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments

Unit 4: My World	Duration: 45 days (April – June)
Standards	
The WIDA English Language Proficiency (ELP) Standards	
ELP St. 1	English language learners communicate for Social and Instructional purposes within the school setting.
ELP St. 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
ELP St. 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.
Interdisciplinary Connections	
Language Arts Standards	
RL.K.4. Ask and answer questions about unknown words in a text.	
RI.K.10. Actively engage in group reading activities with purpose and understanding.	
Technology Standards	
8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.	
	<p style="text-align: center;">21st Century Life and Careers</p> <p>Century Life and Career Skills: 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace. http://www.state.nj.us/education/aps/cccs/career/</p> <p>9.1 Personal Financial Literacy This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>9.2 Career Awareness, Exploration, and Preparation This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.3 Career and Technical Education This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p> <p style="text-align: center;">Career Ready Practices</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Student will understand language related to seasons of the year. • Student will understand and identify different kinds of weather. 	<ul style="list-style-type: none"> • How do the seasons change? • How does the weather change?
Evidence of Student Learning	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Student participation • Ongoing observations • Anecdotal records • Student performance checklist • Listening in on student conversations • Matching labels/pictures • Teacher observations • Discussions • Retellings • Read alouds with fluency • Entry/Exit tickets • Group/Pair activities • Checklists 	<ul style="list-style-type: none"> • Unit Tests • Sequential Language Story Summaries • Student performance checklist • Vocabulary assessments • Projects • Writing samples
Benchmark	Alternative
<ul style="list-style-type: none"> • WIDA • DRA2 	<ul style="list-style-type: none"> • Recite songs and chants • Rubrics • Presentations • Journal entries • Projects • Writing samples • Benchmark
Knowledge and Skills	

Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Vocabulary related to seasons ● Vocabulary for weather patterns 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Students will be able to acquire a deep, descriptive vocabulary. ● Students will be able to understand and apply English grammar. ● Ask and answer questions to learn about unfamiliar words in literature texts ● Compare and contrast the adventures and experiences of characters in familiar stories, utilizing picture clues or other story props ● State reasons an author gives to support points in a text ● Blend and segment onsets and rimes of single-syllable words ● Add details to strengthen writing in response to questions and suggestions from peers ● Speak in complete sentences to provide detail and clarification ● Create a craft to symbolize the holiday and culture being taught ● Think-pair-share to properly explain important facts regarding the country, culture, and holiday ● Locate countries on a world map
Instructional Plan	
Suggested Activities	Resources
The student will engage in games, music, movement, and dramatic plays.	Essential Materials, Supplementary Materials, Links to Best Practices, Manipulatives, Chromebooks, Google apps, Visuals, Audio
The student will utilize picture cards, chants, phonics, phonemic awareness, concepts of print, high-frequency words, & comprehension strategies	Essential Materials, Supplementary Materials, Links to Best Practices, Manipulatives, Chromebooks, Google apps, Visuals, Audio
The student will produce and share a piece of writing: big book, information chart, steps for a game, or story-related to self-discovery.	Essential Materials, Supplementary Materials, Links to Best Practices, Manipulatives, Chromebooks, Google apps, Visuals, Audio
Literature	

- Scott Foresman ESL Sunshine Edition Big Books by Jim Cummins & Anna Uhl Chamot, Publisher- Pearson ESL
- *Tiny Talk* by Susan Rivers
- *Magic Time* by Kathleen Kampa and Charles Vilina
- *Finding Out* by David Paul, Publisher
- *Basic English Skills: Kindergarten* by Ruth C. Elliott

Websites

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www.everythingESL.net	www.njtesol-njbe.org
www.enchantedlearning.com	www.harcourtschool.com
www.scholastic.com	www.ESL-Kids.com
www.peppapiq.com	www.Englishgrammar.org
www.youtube.com	

Modifications/Accommodations

English Language Learners

- Shorten or simplify directions
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified classwork and homework assignments

Special Education/504 Plans

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Modify for varying proficiency levels, multiple intelligences, and grade levels
- Use visuals and gestures
- Use sentence starters
- Build background knowledge
- Highlight key words
- Graphic organizers
- Basic Skills- Pre-teach vocabulary, Preview lesson, Accountable Talk stems, Chunk text, Provide extra time

Basic Skills <ul style="list-style-type: none">• Modified Assignment• Teacher Modeling• Partner Work• Teacher Prompts
Economically Disadvantaged <ul style="list-style-type: none">• Extra set of materials for home• Study guides• Modified Assignment
Gifted and Talented <ul style="list-style-type: none">• Higher Level Text• Provide Multisyllabic Words• Choice Board to extend learning• Integrate a variety of activities to meet all types of multiple intelligences
Students at Risk of School Failure <ul style="list-style-type: none">• Alternative assessment• Flexible/cooperative grouping• Graphic organizers• Parent-teacher communication• Integrate a variety of activities to meet all types of multiple intelligences• Modified classwork and homework assignments

**Stafford Township School District
Kindergarten
ESL Pacing Guide**

Unit 1: Self-Discovery	Marking Period 1 45 Days
Unit 2: My Classroom	Marking Period 2 45 Days
Unit 3: My Community	Marking Period 3 45 Days
Unit 4: My World	Marking Period 4 45 Days