



Stafford Township School District

ESL (English as a Second Language) Curriculum Grade 1 & 2

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.2.1.	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Technology Standards	
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, school, or countries using electronic tools.
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. 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.	

<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. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.</p>	
Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Students will be able to understand language related to themselves and others. ● Students will be able to understand their purpose/role in an educational setting. 	<ul style="list-style-type: none"> ● How do I change day to day? ● How can I help others? ● How does it feel to work together towards a goal?
Evidence of Student Learning	
Assessments	
<p>Formative</p> <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 	<p>Summative</p> <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 ● School rules and routines ● Vocabulary for activities 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. ● Ask and answer questions with correct grammar. ● Demonstrate proficiency in English with respect to grammar in written and oral forms. ● 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) ● Build on others' talk in conversations by linking their comments to the remarks of others and asking for clarification and further explanation ● Write narratives in which they recount a well-elaborated event or short sequence of events including details to describe actions, thoughts, and feelings using temporal words to signal event order and provide a sense of closure ● Recall information from experiences or gather information from provided sources to answer a question
Instructional Plan	

Suggested Activities	Resources
Social/instructional language- games, music, and movement, dramatic plays	Essential Materials, Supplementary Materials, Links to Best Practices, Manipulatives, Word wall charts, Chromebooks, Google apps, Visuals, Audio
Literacy-phonics, phonemic awareness, concepts of print, high-frequency words, comprehension strategies	Essential Materials, Supplementary Materials, Links to Best Practices, Manipulatives, Word wall charts, Chromebooks, Google apps, Visuals, Audio
Writing- personal response, shared, interactive & independent writing	Essential Materials, Supplementary Materials, Links to Best Practices, Manipulatives, Word wall charts, Chromebooks, Google apps, Visuals, Audio
Read level-appropriate books regarding theme.	Essential Materials, Supplementary Materials, Links to Best Practices, Manipulatives, Word wall charts, Chromebooks, Google apps, Visuals, Audio
Write a poem about their family and traditions.	Essential Materials, Supplementary Materials, Links to Best Practices, Manipulatives, Word wall charts, Chromebooks, Google apps, Visuals, Audio
Literature	
Scott Foresman ESL Sunshine Edition Big Books by Jim Cummins & Anna Uhl Chamot, Publisher- Pearson ESL <i>Magic Time</i> by Kathleen Kampa and Charles Vilina <i>Finding Out</i> by David Paul <i>Grandpa, The Gotcha Box</i> by Joy Cowley <i>Swimmy, Inch by Inch, A Color of his Own</i> by Leo Lionni <i>The Carrot Seed</i> by Ruth Krauss <i>Seven Blind Mice</i> by Ed Young <i>Are You My Mother?</i> By P.D. Eastman <i>Go Dog Go!</i> By P.D. Eastman	
Websites	
www.starfall.com	www.kidsinspiration.com
www.education.com	www.gonoodle.com
www.abcmouse.com	www.pbskids.org
www.everythingESL.net	www.njtesol-njbe.org
www.enchantedlearning.com	www.harcourtschool.com
www.scholastic.com	www.ESL-Kids.comorg

www.peppapiq.com	www.Englishgrammar.org
www.youtube.com	
Modifications/Accommodations	
English Language Learners <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 	
Special Education/504 Plans <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 	
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

- 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 School		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. 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	
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.2.1.	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	
SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	
Technology Standards		
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, school, or countries using electronic tools.	
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. 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.</p> <p>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 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"> ● Students will understand language related to school. ● Students will be able to identify people/places/things in a school setting. 	<ul style="list-style-type: none"> ● What does your school community do for you? ● What are some places and people I can see in my school community? ● What words can I use to describe people/places/things in the school community?
Evidence of Student Learning	
Assessments	
<p>Formative</p> <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 	<p>Summative</p> <ul style="list-style-type: none"> ● Unit Tests ● Sequential Language Story Summaries ● Student performance checklist ● Vocabulary assessments ● Projects ● Writing samples
<p>Benchmark</p> <ul style="list-style-type: none"> ● WIDA ● DRA2 	<p>Alternative</p> <ul style="list-style-type: none"> ● Recite songs and chants ● Rubrics ● Presentations ● Journal entries ● Projects

	<ul style="list-style-type: none"> • Writing samples • Benchmark
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Vocabulary for items found in a school. • School rules and routines • Vocabulary for activities 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. • Ask and answer questions with correct grammar. • Demonstrate proficiency in English with respect to grammar in written and oral forms • Describe the relationship between illustrations and the story or text in which they appear • Draw or write an informative/explanatory text in which they name what they are writing about and supply some information about the topic • Illustrate and write the beginning, middle and end of an event using developmental spelling, including a reaction to what happened • Engage in a five strand conversation asking questions and taking turns discussing kindergarten topics and texts • Ask and answer questions to seek help, get information, or clarify something that is not understood • Know and use various text features to locate key facts or information • Sort days of the week and weather words to create a poster of the weather for that day • Explain the rationale for wearing warm clothing and how this relates to the weather and temperature
Instructional Plan	
Suggested Activities	Resources
Social/instructional language- games, music, movement, dramatic plays	Essential Materials, Supplementary Materials, Links to Best Practices, Manipulatives, Word wall charts
Literacy-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

Writing-personal response, shared, interactive & independent writing	Essential Materials, Supplementary Materials, Links to Best Practices, Manipulatives, Word wall charts
Students will write a poem about their school and the activities/rules	Essential Materials, Supplementary Materials, Links to Best Practices, Manipulatives, Word wall charts
Students will read level- appropriate books regarding theme	Essential Materials, Supplementary Materials, Links to Best Practices, Manipulatives, Word wall charts
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>Finding Out</i> by David Paul ● <i>Where the Wild Things Are</i> by Maurice Sendak ● <i>The Gotcha Box</i> by Joy Cowley ● <i>Swimmy, Inch by Inch, A Color of his Own</i> by Leo Lionni ● <i>The Carrot Seed</i> by Ruth Krauss ● <i>Seven Blind Mice</i> by Ed Young ● <i>Are You My Mother?</i> By P.D. Eastman ● <i>Go Dog Go!</i> By P.D. Eastman 	
Websites	
www.starfall.com	www.kidsinspiration.com
www.education.com	www.abcmouse.com
www.gonoodle.com	www.pbskids.org
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 <ul style="list-style-type: none"> ● Shorten or simplify directions ● Alternative assessment ● Flexible/cooperative grouping ● Graphic organizers ● Native Language Support and Resources 	

<ul style="list-style-type: none"> • 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
<p>Economically Disadvantaged</p> <ul style="list-style-type: none"> • Extra set of materials for home • Study guides • Modified Assignment
<p>Gifted and Talented</p> <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
<p>Students at Risk of School Failure</p> <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

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.2.1.	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Technology Standards	
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, school, or countries using electronic tools.
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. 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>	

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 be able to understand language related to their community. ● Students will be able to understand the community's purpose/role in an educational setting. 	<ul style="list-style-type: none"> ● Why is a community important? ● How do people travel in a community? ● Who works in a community? ● What do people do in a community?
Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
<p>Formative</p> <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 	<p>Summative</p> <ul style="list-style-type: none"> ● Unit Tests ● Sequential Language Story Summaries ● Student performance checklist ● Vocabulary assessments ● Projects ● Writing samples
<p>Benchmark</p> <ul style="list-style-type: none"> ● WIDA ● DRA2 	<p>Alternative</p> <ul style="list-style-type: none"> ● Recite songs and chants ● Rubrics ● Presentations ● Journal entries ● Projects

	<ul style="list-style-type: none"> • Writing samples • Benchmark
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Vocabulary for people, places, & things in a community. • Vocabulary for activities/events that take place in a 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. • 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 • Build on others' talk in conversations by responding to comments and asking questions • Distinguish shades of meaning among closely-related verbs and adjectives • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers • Recount stories or nonfiction text, determining the central message, lesson, or moral and explaining how it is conveyed through key details in the text • Explain similarities and differences between life in city, town, suburban, and farm communities • Distinguish between past, present, and future and identify changes in the community • Determine how local and state communities have changed over time, and explain the reasons for changes • Draw a picture of city, suburb, or farm community on index cards and properly sort his/her picture on a class chart labeled city, suburb, and farm • Use a Venn diagram to compare and contrast two communities

Instructional Plan	
Suggested Activities	Resources
Social/instructional language- games, music, & movement, dramatic plays	Essential Materials, Supplementary Materials, Links to Best Practices, Manipulatives, Word wall charts
Literacy- 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
Writing- personal response, shared, interactive & independent writing	Essential Materials, Supplementary Materials, Links to Best Practices, Manipulatives, Word wall charts
Play a board game, paying close attention to reviewing and following the rules of the game. Discuss the issues that would arise if there were no rules given.	Essential Materials, Supplementary Materials, Links to Best Practices, Manipulatives, Word wall charts
Write a story about a town with no rules. Design a poster about 1 community rule they researched and write a paragraph presenting their research.	Essential Materials, Supplementary Materials, Links to Best Practices, Manipulatives, Word wall charts
Literature	
<ul style="list-style-type: none"> ● <i>Places To Have Fun</i> by Bruce Larkin ● <i>I Will Help Others</i> by Bruce Larkin ● Scott Foresman ESL Sunshine Edition Big Books by Jim Cummins & Anna Uhl Chamot, Publisher- Pearson ESL ● <i>Tiny Talk</i> by Susan Rivers ● <i>Basic English Skills</i> by Ruth C. Elliott ● <i>Dan the Flying Man, Dan Goes Home, Mrs. Wishy-Washy, The Meanies, The Birthday Cake, The Dancing Fly, Grandpa Grandpa, The Gotcha Box</i> by Joy Cowley ● <i>Swimmy, Inch by Inch, A Color of his Own</i> by Leo Lionni ● <i>The Carrot Seed</i> by Ruth Krauss ● <i>Seven Blind Mice</i> by Ed Young ● <i>Are You My Mother?</i> By P.D. Eastman ● <i>Go Dog Go!</i> By P.D. Eastman 	
Websites	
www.starfall.com	www.kidsinspiration.com
www.education.com	www.abcmouse.com
www.qonoodle.com	www.pbskids.org
www.everythingESL.net	www.njtesol-njbe.org

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 <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 	
Special Education/504 Plans <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 	
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

- 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.2.1.	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Technology Standards	
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, school, or countries using electronic tools.
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. 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 the world around us is constantly changing. ● Students will understand the roles that plants and animals play in the world. 	<ul style="list-style-type: none"> ● How do plants change from day to day? ● How do animals change from day to day? ● What do animals & plants need to live and how do they get what they need to survive?
Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
<p>Formative</p> <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 	<p>Summative</p> <ul style="list-style-type: none"> ● Unit Tests ● Sequential Language Story Summaries ● Student performance checklist ● Vocabulary assessments ● Projects ● Writing samples
<p>Benchmark</p> <ul style="list-style-type: none"> ● WIDA ● DRA2 	<p>Alternative</p> <ul style="list-style-type: none"> ● Recite songs and chants ● Rubrics ● Presentations ● Journal entries ● Projects

	<ul style="list-style-type: none"> • Writing samples • Benchmark
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Vocabulary for animals and plant-related items • Vocabulary for world-related events 	<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 to learn about unfamiliar words in informational texts • Add details to strengthen writing in response to questions and suggestions from peers • Participate in collaborative conversations with diverse partners • Produce and expand complete sentences in shared language activities • Determine the focus of specific paragraphs within informational texts along with the main topic of a text that includes what the author wants to answer, explain or describe • Use text features to locate key facts or information in text and to determine the meaning of words and phrases • Focus on a topic and strengthen writing by revising and editing simple and compound sentences • Research their heritage by devising interview questions for their parents about their heritage, culture, and traditions. • Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices • Explain how an individual's beliefs, values, and traditions may reflect more than one culture
Instructional Plan	
Suggested Activities	Resources

Social/instructional language-games, music, and movement, dramatic plays	Essential Materials, Supplementary Materials, Links to Best Practices, Manipulatives, Word wall charts, Chromebooks, Google apps, Visuals, Audio
Literacy- 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, Chromebooks, Google apps, Visuals, Audio
Writing-personal response, shared, interactive & independent writing	Essential Materials, Supplementary Materials, Links to Best Practices, Manipulatives, Word wall charts, Chromebooks, Google apps, Visuals, Audio
Read level-appropriate books regarding characters and the environment	Essential Materials, Supplementary Materials, Links to Best Practices, Manipulatives, Word wall charts, Chromebooks, Google apps, Visuals, Audio
Research and discuss the positive and negative effects that humans are having on the environment.	Essential Materials, Supplementary Materials, Links to Best Practices, Manipulatives, Word wall charts, Chromebooks, Google apps, Visuals, Audio
Write a letter to a family member or close friend about environmental similarities and differences between US and another location.	Essential Materials, Supplementary Materials, Links to Best Practices, Manipulatives, Word wall charts, Chromebooks, Google apps, Visuals, Audio
Literature	
<ul style="list-style-type: none"> ● <i>Is Your Pet a Mamma?</i> By Bruce Larkin ● Scott Foresman ESL Sunshine Edition Big Books by Jim Cummins & Anna Uhl Chamot, Publisher- Pearson ESL ● <i>Magic Time</i> by Kathleen Kampa and Charles Vilina ● Happy Reading Happy Learning Program ● <i>Swimmy, Inch by Inch, A Color of His Own</i> by Leo Lionni ● <i>The Carrot Seed</i> by Ruth Krauss ● <i>Seven Blind Mice</i> by Ed Young ● <i>Are You My Mother?</i> By P.D. Eastman ● <i>Go Dog Go!</i> By P.D. Eastman 	
Websites	
www.starfall.com	www.kidsinspiration.com
www.education.com	www.abcmouse.com
www.gonoodle.com	www.pbskids.org
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 <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 	
Special Education/504 Plans <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 	
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

- 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
Grade 1 & 2
ESL Pacing Guide**

Unit 1: Self-Discovery	Marking Period 1 September - October 45 Days
Unit 2: My Classroom	Marking Period 2 November-January 45 Days
Unit 3: My Community	Marking Period 3 February-March 45 Days
Unit 4: My World	Marking Period 4 April-June 45 Days