

Unit: School Days
Content Area: ESL
Grade Level: K
Unit Summary:
<p>The purpose of the ESL curriculum is to teach and advocate for English Learners so they can become successful within our community both socially and academically. This ESL unit focuses on building language in English for students at the kindergarten level. Students will develop English proficiency through reading, writing, listening, and speaking opportunities. The main goal of this unit is to support students in learning the language through context and meaningful situations. The ESL teacher should use the key uses of English Language proficiency to support each students language ability. The ESL teacher will reinforce word study lessons and sight words learned in their classrooms. Students will gain meaning from text, convey meaning through both oral and written language, and listen effectively; all these skills are vital for students to actively participate in mainstream classrooms.</p>
Recommended Pacing:
September-November
State Standards Addressed:
WIDA
<p>Standard 1 – Social and Instructional Language English language learners communicate for social and instructional purposes within the school setting.</p>
<p>Standard 2 – Language of Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</p>
<p>Standard 3 – Language of Mathematics English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.</p>
<p>Standard 4 – Language of Science English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.</p>
<p>Standard 5 – Language of Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.</p>
Reading

RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how)
RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.10 Actively engage in group reading activities with purpose and understanding.
RI.K.5 Identify the front cover, back cover, and title page of a book.
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RF.K.1 Demonstrate understanding of the organization and basic features of print.
RF.K.1.A Follow words from left to right, top to bottom, and page by page.
Writing
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Speaking & Listening
SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
SL.K.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
Language
L.K.1D Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).
L.K.1F Produce and expand complete sentences in shared language activities.
L.K.4B Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Technology Standards and 21st Century Practices

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.

Stage 1 - Desired Results

Transfer

Students will be able to independently use their learning to...

Express personal wants and needs through gestures, visual support, use of native language

Attending to speaker to demonstrate understanding of routines and directions

Gain meaning from both oral and written text

Convey meaning through both oral and written language

Meaning

UNDERSTANDINGS

Students will understand that ...

They can use a variety of ways to communicate.

Readers can use texts to gain meaning of words.

They actively listen to gain understanding by asking questions, repeating words/phrases, and participating.

ESSENTIAL QUESTIONS

How can I communicate in school?

How can I become a reader?

How can I listen for understanding?

Acquisition

Students will know

Classroom routines.

Classroom/Home vocabulary.

Parts of speech.

Letter sound correspondence.

Students will be skilled at ...

Identifying the difference between a letter and a word.

Identifying concepts of print.

Retelling a story using visuals/oral language.

Classifying vocabulary.

Using gestures and physical movement to illustrate vocabulary.

Classifying parts of speech.
illustrating /writing a narrative.

Stage 2 - Evidence

PERFORMANCE TASK(S):

Based on their ELP level students will create narrative pieces that depict an event through illustrations, labeling, words or sentences.

OTHER EVIDENCE:

Checking for understanding through the use of:
WIDA Rubrics for the domains
Teacher Prompts
Informal teacher observations

Stage 3 - Learning Plan

Listening:

- point to pictures of school and home vocabulary
- Listen to a read aloud
- Following a routine
- Classify objects by function

Speaking:

- Use pronouns “my” to describe personal possession
- Share personal stories or experiences
- Identify familiar objects in home and school
- Participate in groups songs, chants or poems using physical movement
- Communicate what they are reading with their peers/teacher

Reading:

- Take a picture walk to make connections
- Matching/labeling icons and symbols to corresponding pictures
- Concepts of print
- Phonemic Awareness
- Read decodable stories to practice fluency and beginning comprehension

Writing:

- Draw and label people, objects or events
- Dictate personal information scribed by teacher
- Describe familiar routines by drawing or dictating to teacher
- Finish sentence teacher begins

Core Materials and Resources:

Fundations

Readers & Writer's Workshop Units of Study

WIDA Writing Rubric

Reading A-Z <https://www.readinga-z.com/>

Heinemann Explorations in Nonfiction Writing

WIDA Can Do Descriptors

<https://wida.wisc.edu/sites/default/files/resource/CanDo-Descriptors-Student-Name-Charts.pdf>

Visuals (pictures)

Suggested Texts (Maria Goes to School, The Classroom, Carlos and His Teacher, Pete the Cat Rocking in My School Shoes)

Differentiation:

English Language Learners -

Retell content information in easier English

Use simple sentence structure (verb-subject-object) as needed

Use high frequency words

Avoid negative phrasing such as all, but, except

Actively help students build connections and associations in order to access background knowledge or previously taught information

Present students with written as well as oral messages (provide outlines or a copy of the notes of a classmate)

Provide supports in English and home language

Utilize Google translate

Always write assignments on the board

Modify assignments (fewer questions or fewer vocabulary)

Provide audio books

Provide concrete examples of vocabulary words through the use of visuals

Model Think Alouds to increase student comprehension

Directly teach learning strategies

Provide extended wait time

Provide small group instruction

Provide preferential seating

Provide oral reading of test questions in English

Provide oral reading of reading passages in English

Provide extended time

Assess whether student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels

WIDA Can Do Descriptors

504 -

Environmental Strategies

Provide a structured learning environment
Possible adapting of non-academic times such as lunch, recess, and physical education
Change student seating
Alter location or personal or classroom supplies for easier access or to minimize distraction
Provide sensory breaks
Provide a written or picture schedule

Presentation Strategies

Record lessons so the student can review
Use computer-aided instruction and other audiovisual equipment
Select alternative textbooks, workbooks, or provide audio books
Highlight main ideas and supporting details in the book
Vary the method of lesson presentation using multi-sensory techniques
Ask student to repeat/paraphrase context to check understanding
Simplify and repeat instructions
Vary instructional pace
Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, "spell check"
Reinforce study skill strategies (survey, read, recite, review)
Pre-teach and/or re-teach important concepts
Prepare advanced organizers/study guides for new material

Behavioral Strategies

Use behavioral management techniques consistently within a classroom and across classes
Implement behavioral/academic contracts
Utilize positive verbal and/or nonverbal reinforcements
Utilize logical consequences
Establish a home/school communication system for behavior monitoring
Cooperatively generate rules and consequences for classroom behavior
Reinforce self-monitoring and self-recording of behaviors

Organizational Strategies

Model and reinforce organizational systems (i.e. color-coding)
Write out homework assignments, check student's recording of assignments
Set time expectations for assignments
Provide clues such as clock faces indicating beginning and ending times
Teach study/organizational skills
Evaluation Methods
Limit amount of material presented on page
Provide a sample or practice test
Provide for oral testing
Provide tests in segments so that student hands in one segment before receiving the next part
Provide personal copy of test tools and allow for color-coding/highlighting
Adjust time for completion
Modify weights of tests when grading

Special Education -

Seat student near model (student/teacher)

Preferential seating

Use a highlight marker to identify key words, phrases, or sentences for student to read

Provide manipulatives for student to use in solving math problems

Deliver directions or explanations orally and in writing

Chunk tasks

Buddy in class to assist and clarify

Provide specific guidelines for prewriting

Provide mnemonic devices

Repeat major points of information

Modify assignments (fewer questions or fewer vocabulary)

Provide visual cues (posters, number lines, gestures, use of technology)

Provide study guides

Pre-teach new vocabulary and key words

Use advance organizers

Allow for frequent breaks (sensory/brain)

Be aware of student's preferred learning style and provide matching instruction materials

Students At-Risk -

Provide a structured learning environment

Provide sensory breaks

Change student seating

Select alternative textbooks, workbooks, or provide audio books

Vary the method of lesson presentation using multi-sensory techniques

Provide small group or individual instruction

Reinforce the use of compensatory strategies

Reinforce self-monitoring and self-reflecting strategies

Buddy in class to assist and clarify

Actively help students build connections and associations in order to access background knowledge or previously taught information

Directly teach learning strategies

Repeat major points of information

Provide visual cues (posters, number lines, gestures, use of technology)

Gifted and Talented -

Modify the content through acceleration, compacting, variety, reorganization, flexible pacing, and the use of more advance or complex concepts, abstractions, and materials

Provide content that is thematic, broad based, and integrative rather than just single-subject areas

Provide opportunities to generalize, integrate, and apply ideas to content

Encourage students to move through content at their own pace

Provide enrichment activities for content such as critical thinking, problem finding, and problem solving

Modify process to be more intellectually demanding that require a higher level of response or open-ended questions that stimulate inquiry, active exploration, and discovery

Require students to think about topics in more abstract and complex ways

Activity selection should be based on student interests and encourage self directed learning

Align objectives with Bloom's Taxonomy

Modify the learning environment that encourages inquiry and independence. It should include a wide variety of materials, provides some physical movement, and connects the school experiences with the greater world

Modify product expectations and student responses. They should demonstrate what they have learned in a wide variety of forms that both reflect knowledge and ability to manipulate ideas

Assess curriculum effectiveness by accelerating the mastery of basic skills through testing-out procedures and reorganization of the curriculum according to higher level skills and concepts.