



Park Hill School District

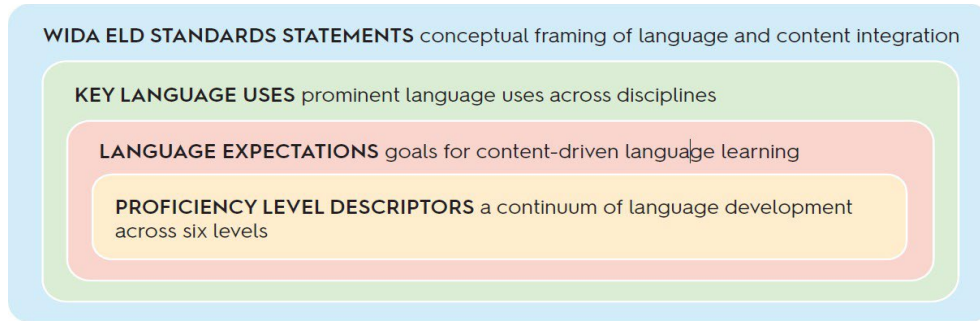
Building Successful Futures • Each Student • Every Day

K-12 English Language Development Newcomer/Beginner Curriculum

Curriculum Description: The K-12 English Language Development Newcomer/Beginner Curriculum is designed to develop and grow the English language proficiency of English Learners across the four language domains of listening, speaking, reading, and writing, using content-specific academic language. Students eligible for this course fall into the range of 1.0 - 2.5 on a current WIDA Screener or ACCESS test, including newcomers. The U.S. Department of Education defines newcomers as “any foreign-born students and their families who have recently arrived in the U.S.”

Eligible students may have a limited or interrupted formal education. Formal and informal assessment data may also be considered as a factor for placement. The instructional order and duration of the units are flexible, to be responsive to the needs of the students and the content courses in which they are enrolled as well as curriculum resources, teacher schedules, etc. Within and between units, the instructor will rotate supplementary content among English Language Arts, Mathematics, Science, and Social Studies, to ensure balanced instruction in all content areas. Timeframe for completion of the curricular units is based on student mastery of content and acquisition of English language proficiency.

The Components of the WIDA ELD Standards Framework: The WIDA ELD Standards Framework consists of four components, each explored in the following pages. These four components are like building blocks of language development and range from broad to narrow in scope. They work together to create a comprehensive picture of language development.



- **PART 1:** Five WIDA ELD Priority Standards Statements provide the broadest conceptual framing and illustrate the integration of content and language. The standards statements show language use in the service of learning—in other words, language for thinking and doing. They address the language of schooling.

WIDA Priority Standards	
Standard 1 Language for Social and Instructional Purposes:	English language learners communicate for social and instructional purposes within the school setting.
Standard 2 Language for Language Arts:	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
Standard 3 Language for Mathematics:	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.
Standard 4 Language for Science:	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.
Standard 5 Language for Social Studies:	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

- **PART 2:** Key Language Uses describe prominent ways that language is used in school, across all disciplines. When educators make choices about how to integrate content and language, the Key Language Uses can help provide focus and coherence.
- **PART 3:** Language Expectations set goals for content-driven language learning. They add specificity to the ELD Standards Statements and Key Language Uses and make visible the language associated with the content areas. Language Expectations are the statements most similar to what educators generally find in academic content standards.

- **PART 4:** Proficiency Level Descriptors (PLDs) describe a continuum of language development for activities that target Language Expectations. They provide a detailed articulation of how students might develop language across the six levels of English language proficiency.

Essential Learning Outcome: The Can Do Descriptors highlight what language learners *can do* at various stages of language development across different content areas. The expected outcome for students is to perform speaking, listening, reading and writing activities within the WIDA priority standards at a Level 2 or higher for their relevant grade level.

- [Can Do Descriptors, Key Uses Edition Kindergarten](#)
- [Can Do Descriptors, Key Uses Edition Grade 1](#)
- [Can Do Descriptors, Key Uses Edition Grades 2-3](#)
- [Can Do Descriptors, Key Uses Edition Grades 4-5](#)
- [Can Do Descriptors, Key Uses Edition Grades 6-8](#)
- [Can Do Descriptors, Key Uses Edition Grades 9-12](#)

Scope and Sequence: After Unit 1, units are in a recommended sequence, however the specific needs of the newcomer/beginner student should be prioritized. Some units may not be required for a student due to demonstrated mastery of the content through pre-assessment.

Unit	Instructional Topics
Unit 0 Phonics	Topic 1: Pre-Assessment Topic 2: Letter Sound Correspondence Topic 3: Phonological Awareness Topic 4: Reading Fluency Topic 5: Reading Comprehension Topic 6: Post-Assessment <i>*Sequence of topics is adjustable to address student need</i>
Unit 1 Comfort at School	Topic 1: Greetings and Good-byes Topic 2: Daily Schedule: Classes, Teachers, Meals, Transportation Topic 3: Navigating the Building Topic 4: Classroom Expectations: Personal School Supplies, Behavior, Directions Topic 5: Navigating Laptop & Translation <i>*Sequence of topics is adjustable to address student need</i>

Unit 2 About Me	Topic 1: Personal Information Topic 2: Family Relationships & Home Topic 3: Action Words (Verbs) Topic 4: Interest Phrases & Questions Topic 5: Culture <i>*Sequence of topics is adjustable to address student need</i>
Unit 3 Technology & Student Skills	Topic 1: Physical School Supplies Topic 2: School Staff & Locations Topic 3: Following Directions Topic 4: Technology <i>*Sequence of topics is adjustable to address student need</i>
Unit 4 Introduction to the Language for Language Arts	Topic 1: Colors/Figurative Language Topic 2: Describing People/Adjectives Topic 3: Describing Things/Adjectives Topic 4: Feelings/Personal Narrative Topic 5: Actions/Verb Tense Topic 6: Opposites <i>*Sequence of topics is adjustable to address student need</i>
Unit 5 Introduction to the Language for Mathematics	Topic 1: Numbers Topic 2: Shapes Topic 3: Money Topic 4: Measurement Topic 5: Numerical Literacy (4 Operations) Topic 6: Graphing Topic 7: Inequalities <i>*Sequence of topics is adjustable to address student need</i>
Unit 6 Introduction to the Language for Science	Topic 1: Food/Health Topic 2: Parts of the Body/Senses Topic 3: Seasons/Weather Topic 4: Clothing Topic 5: Plants Topic 6: Animals <i>*Sequence of topics is adjustable to address student need</i>

Unit 7 Introduction to the Language for Social Studies	Topic 1: Time/Calendar Topic 2: Community/Places/Community Helpers Topic 3: Celebrations/Cultures Topic 4: Needs/Wants Topic 5: Maps/Positional language Topic 6: Geography/City/State/Country <i>*Sequence of topics is adjustable to address student need</i>
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Unit 0: Phonics

Subject: English Language Development (ELD) Newcomer/Beginner

Grade: K-12

Name of Unit: Embedded Phonics Instruction

Length of Unit: Varies

Overview of Unit: This unit identifies a phonics baseline for beginner newcomer English language learners. Based on individual student needs, teachers will provide direct, continued phonics/reading instruction and on-going assessments within the built into units 2-7. A post assessment will also be utilized to gather data and make student need based decisions.

Integrated Phonics Instruction

1. Assessment Process & Instructional Response

- Administer the Pre-Screener to determine individual student needs.
- Integrate on-going, phonological and reading instruction based on student needs within units 2-7.
- Continuously monitor progress with informal assessments (e.g., teacher observation, reading aloud).
- Use formal assessments such as phonics checks, sight word tests, and short comprehension quizzes.
- Provide feedback on areas that need additional practice (e.g., blending sounds, recognizing word patterns).
- Administer the Post Assessment to check for mastery of these skills.
- Use bilingual materials or technology that offers translation support, especially for complex vocabulary.

Phase 1: Building the Foundation (WIDA Level 1 - Early Beginner)

Key Instructional Areas:

- 1. Letter Recognition and Sound Correspondence**
- 2. Phonological Awareness (basic)**
- 3. Basic Sight Word Recognition**
- 4. Simple Word Decoding**
- 5. Basic Listening and Speaking Skills**

Skills & Activities:

- **Letter Recognition and Sound Correspondence:**
 - **Success Criteria:** Identify and match individual letters to their corresponding sounds.

- **Activities:**
 - Use alphabet flashcards with pictures (e.g., A for apple, B for ball).
 - Trace letters and say their corresponding sounds.
 - Practice simple CVC (Consonant-Vowel-Consonant) words, e.g., **cat, dog, bat**.
 - Use songs and rhymes to reinforce letter-sound relationships.
 - **Phonological Awareness (Basic):**
 - **Success Criteria:** Recognize and manipulate basic phonemes (sounds).
 - **Activities:**
 - Focus on **initial sounds**: For example, “What sound do you hear at the beginning of the word 'dog'?”
 - Play games identifying and clapping the number of syllables in simple words.
 - Practice identifying rhyming words (e.g., cat/hat, big/dig).
 - Segment and blend basic CVC words, e.g., “b-a-t” = “bat”.
 - **Sight Word Recognition:**
 - **Success Criteria:** Begin to recognize and read high-frequency sight words.
 - **Activities:**
 - Introduce a small set of sight words (e.g., **the, and, is, it, you**).
 - Use flashcards, memory games, and sentence-building activities.
 - **Word Decoding (Simple Words):**
 - **Success Criteria:** Decode simple words using letter-sound knowledge.
 - **Activities:**
 - Practice blending sounds to read simple CVC words.
 - Use pictures to support word meanings (e.g., match the picture of a cat with the word "cat").
 - Introduce simple 2- and 3-letter words (e.g., **dog, cup, mat**).
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Phase 2: Expanding Basic Skills (WIDA Level 2 - Early Intermediate)

Key Instructional Areas:

1. **Letter/Sound Correspondence with More Complex Words**
2. **Phonemic Awareness (Advanced)**
3. **Word Families and Word Patterns**
4. **Building Sight Word Vocabulary**
5. **Developing Reading Fluency**
6. **Basic Reading Comprehension**

Skills & Activities:

- **Letter/Sound Correspondence with More Complex Words:**
 - **Success Criteria:** Recognize and match more complex letter-sound combinations (e.g., blends, digraphs).
 - **Activities:**
 - Focus on **letter blends** (e.g., bl, st, tr) and **digraphs** (e.g., sh, ch, th).
 - Practice decoding 3-letter words with blends and digraphs (e.g., **sit, stop, chat, chip**).
 - Engage in activities that involve segmenting and blending sounds (e.g., “What word do we get when we blend 'sh' + 'ip'?”).
- **Phonemic Awareness (Advanced):**
 - **Success Criteria:** Improve segmentation, blending, and manipulation of individual phonemes in words.
 - **Activities:**
 - Segment and blend 4- and 5-letter words, e.g., **blow, stand, shop**.
 - Focus on final sounds and middle vowel sounds in words.
 - Practice **sound substitution** (e.g., change the /b/ sound in **bat** to /c/ to make **cat**).
- **Word Families and Word Patterns:**
 - **Success Criteria:** Learn and apply word families (e.g., **-at, -an, -it**).
 - **Activities:**
 - Introduce word families and have students generate rhyming words (e.g., **bat, cat, hat**).
 - Use visual aids to link words with similar patterns.
 - Read short sentences with word families (e.g., “The cat sat on the mat.”).
- **Sight Word Vocabulary:**
 - **Success Criteria:** Expand sight word vocabulary and use them in simple sentences.
 - **Activities:**
 - Continue reviewing basic sight words and introduce additional high-frequency words (e.g., **come, see, here, play**).
 - Practice reading sentences that include sight words (e.g., “I see a dog.”).
 - Engage in **word hunts** where students identify sight words in texts.
- **Reading Fluency:**
 - **Success Criteria:** Build fluency by reading simple, repetitive texts.
 - **Activities:**
 - Have students read repetitive or predictable books (e.g., “Brown Bear, Brown Bear”).
 - Pair students with a reading buddy for repeated reading.
 - Use **echo reading** (teacher reads a sentence, then students repeat it).
 - Focus on **reading with expression** as students become more familiar with texts.

- **Basic Reading Comprehension:**

- **Success Criteria:** Understand basic texts by identifying main ideas and simple details.
- **Activities:**
 - After reading a story, ask basic comprehension questions: “Who is the main character?” “What happened first?”
 - Use pictures or visual prompts to reinforce understanding of key concepts.
 - Begin practicing sequencing (e.g., “First, the dog ran. Then, it stopped.”).
 - Introduce graphic organizers (e.g., story maps) to track characters, settings, and events.

Unit 1: Comfort at School

Subject: English Language Development (ELD) Newcomer/Beginner

Grade: K-12

Name of Unit: Comfort at School

Length of Unit: Varies

Overview of Unit: This unit acclimates newcomer/beginner students to the American school setting. Specifically, students begin with greetings and other common conversations experienced during school. Students will become familiar with the language of their daily schedule including classes, teachers, meals, and transportation. Students will learn to navigate the building as well as classroom expectations. This will include language related to school supplies, behavior, directions, and basic technology. Additionally, students will learn how to access available translations resources.

Unit 0 Continued: Phonics instruction and ongoing assessment is integrated into the unit.

WIDA ELD Priority Standards

1. Standard 1: Social and Instructional Language

Learning Target: *Students will engage in basic social interactions and understand the language needed for school routines and instructions.*

○ Skills Targeted:

- Greet classmates and teachers.
- Use polite social phrases like "please," "thank you," and "excuse me."
- Understand and follow basic classroom instructions and routines (e.g., "Sit down," "Stand up," "Line up").

2. Standard 2: The Language of Language Arts

Learning Target: *Students will understand and express simple ideas related to classroom activities, materials, and tasks.*

○ Skills Targeted:

- Identify and name school supplies (e.g., pencil, paper, eraser).
- Use language to describe classroom routines and activities (e.g., "We are reading," "We are writing").
- Express preferences or needs (e.g., "I need a pencil," "I like math").

3. Standard 3: The Language of Mathematics

Learning Target: *Students will understand and use basic language for organizing the school day and managing time.*

○ Skills Targeted:

- Understand terms related to time (e.g., "When is recess?", "What time is lunch?").
- Follow a schedule and communicate time-related events (e.g., "It's time for math," "It's lunchtime").

4. **Standard 4: The Language of Science**

Learning Target: *Students will use language to follow simple procedures and interact with the school environment.*

- **Skills Targeted:**

- Follow basic instructions for moving around the school (e.g., "Go to the library," "Walk to the lunchroom").
- Ask questions or request help using basic language (e.g., "Can you help me?", "Where is the bathroom?").

5. **Standard 5: The Language of Social Studies**

Learning Target: *Students will understand the language needed to navigate the school environment, identify important locations, and follow school rules.*

- **Skills Targeted:**

- Understand school-related vocabulary (e.g., "classroom," "teacher," "principal").
- Ask for directions and help (e.g., "Where is the nurse?", "Can you show me the way?").
- Understand basic school rules and expectations (e.g., "Raise your hand," "Stay in line").

Language Functions

1. **Greeting and Introducing**

Learning Target: *Students will engage in polite conversation and introduce themselves.*

- **Example Tasks:**

- Greet classmates and teachers (e.g., "Hello, my name is...").
- Introduce themselves and ask others their names (e.g., "What is your name?").

2. **Asking for Help**

Learning Target: *Students will express needs and ask for assistance in navigating the school environment.*

- **Example Tasks:**

- Ask for help with finding a classroom or a specific room (e.g., "Where is the bathroom?").
- Ask for clarification or translation (e.g., "Can you help me, please?").

3. **Following Directions**

Learning Target: *Students will understand and follow simple instructions related to school routines.*

- **Example Tasks:**

- Follow directions for moving around the school (e.g., "Walk to the library.").
- Follow classroom rules (e.g., "Sit down," "Raise your hand").

4. Describing Classroom Activities

Learning Target: Students will describe school-related tasks and behaviors.

- **Example Tasks:**

- Describe classroom activities (e.g., “We are reading,” “We are drawing”).
- Describe items used in the classroom (e.g., “This is my pencil,” “This is a book”).

5. Participating in Daily Routines

Learning Target: Students will use language for engaging in daily school routines, such as meals, breaks, and classes.

- **Example Tasks:**

- Express what they need for meals (e.g., “I want food,” “I like apple”).
- Ask about the schedule (e.g., “When is math class?”).

6. Requesting Translation or Clarification

Learning Target: Students will access resources and ensure understanding.

- **Example Tasks:**

- Ask to use translation resources (e.g., “Can I use the translator?”).
- Request clarification of directions (e.g., “What does this mean?”).

7. Interacting with Technology

Learning Target: Students will learn how to use basic technology in the school.

- **Example Tasks:**

- Learn how to use a classroom tablet or computer (e.g., “How do I log in?”).
- Ask for help with technology (e.g., “Can you help me with the computer?”).

Essential Questions

1. How can I introduce myself and greet others?
2. What is my daily schedule at school?
3. How can I express my needs and ask for help when I don’t understand something?
4. What are the expectations for behavior in different areas of the school?
5. How can I find my way around the school building?
6. What are my school supplies?
7. How do I use technology and translation tools to support my learning?

Engaging Experiences

1. Greeting Bingo

Success Criteria: *Students will practice common greetings and simple conversation.*

- **Description:** This fun activity reinforces common school greetings, helping students feel comfortable introducing themselves and responding to others.
- **Materials:** Bingo cards with different greetings written or pictured (e.g., "Good morning," "How are you?" "My name is..."). Markers or stickers to cover the bingo squares.
- **Example Task:** Each student receives a bingo card with different greetings and phrases. As the teacher calls out different greetings, students will practice saying them aloud, marking the corresponding greeting on their cards. The first student to complete a row shouts "Bingo!" and shares the greetings they practiced.

2. Classroom Item Hunt

Success Criteria: *Students will learn the names of common classroom items and practice asking for help.*

- **Description:** Students will explore the classroom and identify key items while practicing the vocabulary in context.
- **Materials:** Flashcards or labels with the names of classroom items (e.g., pencil, eraser, notebook). Stickers or markers for students to label the items they find.
- **Example Task:** Give students a list of classroom items to find (e.g., "Find a pencil"). Students walk around the classroom and identify objects by saying, "Is this a pencil?" When they find the correct item, they label it with a sticker or mark it on their list. At the end, students share what they found by saying, "I found a pencil!"

3. My School Schedule Collage

Success Criteria: *Students will become familiar with their daily schedule and key school-related vocabulary.*

- **Description:** Students create a visual representation of their school day to help them understand and use the English language associated with their schedule.
- **Materials:** Large sheets of paper or poster board. Magazines or printed images representing different school subjects, times, and activities. Scissors, glue sticks, and markers.
- **Example Task:** Provide students with a list of school-related activities (e.g., "Math class," "Lunch," "Recess"). They will search through magazines or printed images to find pictures representing these activities. Then, they glue them onto a poster board to create a collage of their school schedule. Students will label each picture in English (e.g., "Math," "Lunch") and practice saying their schedule aloud in simple sentences.

4. Classroom Directions Race

Success Criteria: Students will learn how to follow basic directions in English (e.g., “Go straight,” “Turn left,” “Sit down”).

- **Description:** Students will practice directional language in a fun, active game where they follow and give instructions.
- **Materials:** A large open space, like a gym or classroom. Pre-written directional cards (e.g., “Go to the window,” “Touch your toes,” “Walk to the door”).
- **Example Task:** Place the directional cards around the room or in a line. Students take turns picking a card and reading the directions aloud (e.g., “Walk to the door”). The rest of the class follows the directions. Afterward, students can switch roles and practice giving directions to others.

5. Emotion Charades

Success Criteria: Students will learn how to express and understand basic emotions in English.

- **Description:** Through miming, students learn to recognize and communicate different emotions in English.
- **Materials:** Flashcards with pictures or words representing different emotions (e.g., happy, sad, angry, excited). A timer (optional).
- **Example Task:** Show a flashcard to one student and have them act out the emotion on the card without speaking (e.g., if the card says "happy," the student smiles, jumps, and shows excitement). The rest of the class guesses the emotion in English. Afterward, students can practice saying the emotion aloud (e.g., "I am happy").

6. Classroom Expectations Pictionary

Success Criteria: Students will learn classroom behavior expectations through drawing and guessing.

- **Description:** This activity reinforces classroom rules and expectations using visuals and simple language.
- **Materials:** whiteboard or large paper, markers or chalk, flashcards with classroom behaviors (e.g., "Raise your hand," "Listen to the teacher," "Walk quietly").
- **Example Task:** Draw a simple picture of one classroom behavior on the board (e.g., a student raising their hand). Students guess what the behavior is, and then practice saying it aloud in English (e.g., "Raise your hand"). Rotate through different behaviors for students to guess and act out.

7. Where Do You Belong?

Success Criteria: Students will understand school locations and practice using prepositions.

- **Description:** In this game, students will practice language related to places in the school and spatial relationships (e.g., “in front of,” “next to,” “behind”).
- **Materials:** flashcards or printed pictures of different school areas (e.g., cafeteria, library, nurse’s office, playground), small toy figures or markers.
- **Example Task:** Place cards with images of school locations around the room (e.g., “library,” “cafeteria”). Students take turns drawing a card, then placing a toy figure or marker at the correct location while using prepositions to describe where the toy is (e.g., “The toy is next to the cafeteria”). Afterward, students practice asking each other questions like, “Where is the library?” and answering, “The library is next to the gym.”

8. School Supplies Memory Match

Success Criteria: Students will learn the names of common school supplies while improving their memory and matching skills.

- **Description:** Students will play a memory game where they match school supplies with their English names.
- **Materials:** flashcards with pictures of school supplies (e.g., pencil, eraser, notebook), matching cards with the English names of the supplies.
- **Example Task:** Shuffle the cards and place them face down. Students take turns flipping two cards at a time to try to match a picture with its corresponding English name. For example, if a student flips a pencil and a “pencil” label, they keep the pair and continue. The game continues until all cards are matched.

9. Translate It!

Success Criteria: Students will become familiar with translation tools and practice using them to understand and speak English.

- **Description:** Students will use digital translation tools to translate key school phrases and practice pronunciation.
- **Materials:** tablets, computers, or smartphones with access to translation apps (e.g., Google Translate), a list of key school-related phrases in the student’s native language (e.g., “Where is the library?” “I need help”).
- **Example Task:** Students work in pairs to translate the phrases from their native language into English using a translation app. Then, they practice saying the English versions aloud. Afterward, they use the phrases in context by asking each other questions like, “Where is the nurse’s office?” or “Can I go to the bathroom?”

10. All About Me Poster:

Success Criteria: Students will practice self-introduction and personal vocabulary.

- **Description:** Students create posters that showcase information about themselves, using simple English sentences and vocabulary.
- **Materials:** poster board or large sheets of paper, markers, crayons, or stickers, pre-made sentence starters (e.g., “My name is _____,” “I am _____ years old,” “I like _____”).
- **Example Task:** Each student creates a poster that includes their name, age, and favorite things (e.g., color, food, activity). They use the sentence starters to complete the sentences and practice reading them aloud to the class. Afterward, they can share their posters with a partner or the whole class.

Suggested Unit Vocabulary

Greetings & Goodbyes	Daily Schedule: Classes, Teachers, Meals, Transportation	Navigating the Building	Classroom Expectations: Personal School Supplies, Behavior, Directions	Navigating Laptop & Translation
Hello Hi Goodbye Good morning Good afternoon Good night How are you? I’m fine, thank you. What’s your name? My name is... Nice to meet you See you later Welcome	Class Teacher Student Subject (Math, English, Science, History, etc.) Period Break Lunch School day Classroom School supplies Homework Assignments Test Exam Bus Car Walk Bike Ride Pick up Drop off School bus stop	School Classroom Hallway Office Library Cafeteria Gymnasium (Gym) Bathroom Nurse’s office Playground Auditorium Staircase Elevator Exit Entrance Stairs Door	Desk Chair Whiteboard Marker Eraser Notebook Paper Pen Pencil Book Binder Folder Ruler Highlighter Scissors Glue Dictionary Map Calendar Clock Time Schedule Guide Paper	Computer Tablet Smartphone Laptop Charger Screen Mouse Keyboard Website App Internet Login Password Wi-Fi Headphones Microphone Translation tool Google username

	Driver Passenger Breakfast Badge Scan S Number Lunch Snack Dinner Water Juice Milk Sandwich Salad Fruit Vegetables Pizza Soup Chicken Rice Fork Knife Spoon Plate Cup Tray		Sharpener Raise your hand Sit down Stand up Listen Pay attention Wait your turn Quiet, please Be respectful Share Follow directions Take turns Work together Speak loudly (or quietly) Be on time Line up	
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Common Phrases for School	Miscellaneous
Where is the...? Can I go to the bathroom? I don't understand. Can you help me? I need help. Please repeat. Excuse me I'm sorry I'm lost. What time is it? What's next? Can I have...? I have a question. I don't know. I'm finished.	Yes No Maybe Please Thank you You're welcome Help Sorry Good job I'm happy I'm sad I'm tired I'm hungry I'm thirsty

Unit 2: About Me

Subject: English Language Development (ELD) Newcomer/Beginner

Grade: K-12

Name of Unit: About Me

Length of Unit: Varies

Overview of Unit: This unit develops foundational skills for students to communicate personal information in a school setting. Students will share information about themselves including name, contact information, interests, family, home life, and culture.

Unit 0 Continued: Phonics instruction and ongoing assessment is integrated into the unit.

WIDA ELD Priority Standards

1. **Standard 1: Social and Instructional Language**

***Learning Target:** Students will use language to engage in social interactions and understand basic instructions in a school environment.*

○ **Skills Targeted:**

- Greet peers and teachers.
- Share personal information like name, age, family members, and interests.
- Engage in simple social exchanges, using phrases like "My name is..." or "I like..."
- Follow basic instructions in the classroom related to routines (e.g., "Listen," "Raise your hand").

2. **Standard 2: The Language of Language Arts**

***Learning Target:** Students will use language to express personal stories and information about themselves.*

○ **Skills Targeted:**

- Describe their family, home, and culture using simple vocabulary (e.g., "I have a brother," "I live with my mom").
- Communicate personal interests or hobbies (e.g., "I like soccer," "I like to draw").
- Talk about their favorite activities, foods, or places.

3. **Standard 3: The Language of Mathematics**

***Learning Target:** Students will use language related to basic math concepts to talk about personal preferences or quantities.*

○ **Skills Targeted:**

- Describe quantities of items (e.g., "I have two brothers," "I have three pets").
- Share simple numerical information about their life (e.g., "I am seven years old").

4. **Standard 4: The Language of Science**

Learning Target: *Students will understand and use basic language to describe their environment and personal experiences.*

- **Skills Targeted:**

- Talk about their surroundings (e.g., "I live in a house," "I like to play outside").
- Describe personal preferences related to environmental or daily activities (e.g., "I like the sun," "I don't like the rain").

5. **Standard 5: The Language of Social Studies**

Learning Target: *Students will use language to express their identity, family, and culture, and understand their place in the community.*

- **Skills Targeted:**

- Share cultural background and traditions (e.g., "My family celebrates Diwali," "I am from Mexico").
- Explain who is in their family (e.g., "I have a sister," "My dad works").
- Talk about where they are from and what makes them unique.

Language Functions

1. **Introducing Oneself**

Learning Target: *Students will share basic personal information, such as name, age, and background.*

- **Example Tasks:**

- Introduce themselves to classmates (e.g., "My name is _____. I am __ years old.").
- Share their family structure (e.g., "I have a brother and a sister.").
- Say where they are from (e.g., "I am from _____. I live in ____.").

2. **Describing**

Learning Target: *Students will describe personal characteristics, interests, family, and home life.*

- **Example Tasks:**

- Describe what they like to do (e.g., "I like to play soccer," "I like to read").
- Talk about their family members (e.g., "My mother is a teacher," "I have two pets").
- Describe their house or environment (e.g., "I live in a house," "I have a big backyard").

3. Asking and Answering Questions

Learning Target: *Students will gather and share information about others and themselves.*

○ Example Tasks:

- Ask questions about others (e.g., “What is your name?” “How old are you?”).
- Respond to questions about their own life (e.g., “I am __ years old,” “I like __.”).

4. Expressing Preferences

Learning Target: *Students will express likes, dislikes, and interests.*

○ Example Tasks:

- Express preferences (e.g., “I like __,” “I don’t like __”).
- Talk about favorite things (e.g., “My favorite color is __,” “I like pizza”).

5. Sharing Cultural Information

Learning Target: *Students will talk about their culture, traditions, and family background.*

○ Example Tasks:

- Share cultural traditions (e.g., “In my culture, we celebrate __.”).
- Talk about holidays or family celebrations (e.g., “We celebrate Christmas,” “My family celebrates Eid”).
- Describe food or customs from their country or culture (e.g., “We eat rice and beans,” “We wear special clothes for holidays”).

6. Following Classroom Routines

Learning Target: *Students will understand and follow basic classroom routines and social interactions.*

○ Example Tasks:

- Follow classroom expectations (e.g., “Raise your hand,” “Listen quietly”).
- Respond to directions from the teacher (e.g., “Sit down,” “Stand up”).

Essential Questions

1. Who am I, and how can I introduce myself to others?
2. What information can I share about my family and home life?
3. What are my interests, and how can I talk about them?
4. How do I express my culture and traditions to others?
5. How can I describe myself and others using simple words?
6. How can I ask and answer questions about myself and my classmates?

Engaging Experiences

1. My Name and Identity Chart

Success Criteria: *Students will learn to introduce themselves by using their names and basic personal information.*

- **Description:** Create a name and identity chart where students fill in details about themselves such as their name, age, favorite color, favorite food, etc. Encourage them to share their chart with the class or in small groups.
- **Materials:** Paper, markers, or digital tools (Google Slides, PowerPoint).
- **Example Task:** "Write your name, your age, and your favorite food. Share it with a partner or the class."

2. All About Me Poster

Success Criteria: *Students will share personal information using simple sentences and illustrations.*

- **Description:** Have each student create a poster or digital presentation about themselves. The poster can include their name, family members, hobbies, favorite subjects, and cultural traditions. Allow students to present their posters to the class.
- **Materials:** Construction paper, markers, photos (optional), or digital tools (Google Slides, Canva).
- **Example Task:** "Draw pictures of your family, favorite hobby, and where you live. Write one sentence about each part."

3. "This is Me" Song

Success Criteria: *Students will practice using key personal vocabulary in a fun, musical way.*

- **Description:** Create a simple song or chant with the students where they can introduce themselves. Each student can contribute one line to the song based on their personal information, such as "My name is _____," or "I like _____."
- **Materials:** Basic rhythm instruments or clapping for accompaniment (optional).
- **Example Task:** "Sing this song with your name: 'Hello, my name is _____. I like _____.'"

4. Personal Information Bingo

Success Criteria: *Students will practice asking and answering questions about personal information.*

- **Description:** Create a bingo card with different personal information prompts (e.g., "Has a brother," "Likes soccer," "Lives in a house," "Speaks more than one language"). Students walk around and ask each other questions to find classmates who meet the criteria and fill out their bingo cards.
- **Materials:** Bingo cards, pens.
- **Example Task:** "Ask a friend: 'Do you have a pet?' If they say yes, mark it on your card!"

5. Interview a Friend

Success Criteria: Encourage communication and practice asking and answering questions.

- **Description:** Have students partner up and ask each other basic questions about themselves (e.g., "What is your favorite color?" "Who is in your family?"). After the interview, students can introduce their partner to the class using the information they gathered.
- **Materials:** Prepared questions or interview worksheets.
- **Example Task:** "Interview your partner. Ask them about their favorite food, their family, and what they like to do after school. Then, share what you learned with the class."

6. "Who Am I?" Guessing Game

Success Criteria: Students will practice speaking and listening skills by describing oneself and others.

- **Description:** Students take turns describing themselves using simple vocabulary (e.g., "I have brown hair," "I like pizza," "I live in a house with my mom and dad"). The rest of the class guesses who the student is based on the clues.
- **Materials:** None needed, just the students' descriptions!
- **Example Task:** "I have a pet dog. I like to play soccer. Who am I?"

7. Cultural Sharing Circle

Success Criteria: Students will build understanding of other students' cultural backgrounds and promote inclusivity.

- **Description:** Each student shares one thing about their culture, such as a holiday, food, or tradition, with the class. They can use pictures, props, or short sentences to explain what makes their culture unique.
- **Materials:** Photos, drawings, or digital tools to share cultural items.
- **Example Task:** "Share one special tradition from your family or country. What do you celebrate, and how do you celebrate?"

8. Family Tree

Success Criteria: Students will learn vocabulary related to family members and relationships.

- **Description:** Have students draw a simple family tree, labeling family members such as parents, siblings, grandparents, etc. Students can then share their family tree with the class.
- **Materials:** Paper, markers, and templates for a family tree.
- **Example Task:** "Draw your family tree and write the names of your family members next to their pictures."

9. My Daily Routine Chart

Success Criteria: Students will describe their daily activities and schedule.

- **Description:** Have students create a visual chart or timeline of their daily routine, including activities like waking up, eating, school, and bedtime. Students can practice saying or writing short sentences about each part of their day.
- **Materials:** Chart paper, markers, or digital tools.
- **Example Task:** "Draw a picture for each part of your day, and write what you do in the morning, afternoon, and evening."

10. "What Makes Me Unique" Discussion

Success Criteria: Encourage students to share personal information in a group setting.

- **Description:** Have a group discussion where students take turns sharing one thing that makes them unique, whether it's a hobby, interest, or family tradition. Encourage students to listen actively and ask questions to show interest in their classmates' responses.
- **Materials:** None.
- **Example Task:** "Tell the class one thing that makes you special. It could be something you enjoy, something you do with your family, or a tradition from your country."

Suggested Unit Vocabulary

Personal Information	Family Relationships & Home	Action Words (Verbs)	Interest Phrases & Questions	Culture
Name Age Birthday Address Phone number Email Pet Friend Favorite Hobby Interest Language Culture Tradition Home School Teacher Classmate	Mother Father Parents Brother Sister Sibling Grandmother (Grandma) Grandfather (Grandpa) Grandparents Aunt Uncle Cousin Niece Nephew Husband Wife Son Daughter Family Relative Parent's name (e.g., My father's name is...) Foster parent Guardian	Sit Stand Run Walk Ride Live Like Love Go Play Eat Sleep Talk Listen Read Write Help Ask	What is your name? How old are you? Where do you live? Who is in your family? What do you like to do? Where are you from? Do you have any pets? What is your favorite color/food? Tell me about your family. What is your favorite thing to do at school? How do you feel today?	Holiday Celebration Food Tradition Festival Clothing Song Dance

Unit 3: Technology & Student Skills

Subject: English Language Development (ELD) Newcomer/Beginner

Grade: K-12

Name of Unit: Technology & Student Skills

Length of Unit: Varies

Overview of Unit: This unit equips students to use technology resources as well as apply fundamental student skills. Technology topics to be included are grade level appropriate online resources that can be found in the school portal. Student skills will address following one and two step directions, utilizing and identifying physical school resources (stapler, ruler, copy machine, etc). Students will familiarize themselves with specialty people and locations within their buildings including counselors and nurses.

Unit 0 Continued: Phonics instruction and ongoing assessment is integrated into the unit.

WIDA ELD Priority Standards

1. Standard 1: Social and Instructional Language

Learning Target: *Students will use language to engage in basic social interactions, understand instructions, and follow school routines.*

○ Skills Targeted:

- Follow one- and two-step directions in English.
- Ask for help when using technology or physical school resources (e.g., stapler, ruler, etc.).
- Engage in simple exchanges about school resources and people (e.g., counselor, nurse).
- Participate in school-related activities, including using online resources for learning.

2. Standard 2: The Language of Language Arts

Learning Target: *Students will use language to engage with technology tools, learning platforms, and class-related activities.*

○ Skills Targeted:

- Use basic technology language to navigate online learning portals (e.g., "Click here," "Log in").
- Describe what they are doing or what they need (e.g., "I need help with the computer," "I need the ruler").
- Express needs and wants related to learning tasks (e.g., "I want to print this," "I need a pencil").

3. **Standard 3: The Language of Mathematics**

Learning Target: *Students will understand and apply language related to using technology in mathematical contexts (e.g., calculators, online resources).*

○ **Skills Targeted:**

- Understand terms related to technology (e.g., "type," "click," "enter").
- Follow directions related to using online math resources.
- Describe steps to complete tasks (e.g., "Click the button," "Enter the numbers").

4. **Standard 4: The Language of Science**

Learning Target: *Students will use language to follow instructions, identify tools, and explain actions in science-related tasks involving technology.*

○ **Skills Targeted:**

- Use technology to access science resources (e.g., "Watch the video," "Read the article").
- Use language to describe how to operate school tools (e.g., "Turn on the copy machine").

5. **Standard 5: The Language of Social Studies**

Learning Target: *Students will use language to identify key people and places in the school setting, such as counselors, nurses, and other school specialists.*

○ **Skills Targeted:**

- Describe the roles of key school personnel (e.g., "The nurse helps when you're sick," "The counselor helps with problems").
- Navigate the school building with the language of directions (e.g., "Go to the nurse's office," "Where is the counselor?").

Language Functions

1. **Following Directions**

Learning Target: *Students will understand and follow basic one- and two-step instructions for using technology and school resources.*

○ **Example Tasks:**

- Follow directions to log in to an online portal (e.g., "Click on the login button," "Enter your username").
- Follow steps to use a copy machine or stapler (e.g., "Put the paper in the machine," "Press the green button").

2. Asking for Help

Learning Target: *Students will ask for assistance when using technology or needing school resources.*

○ Example Tasks:

- Ask for help with technology issues (e.g., “Can you help me log in?” “I don’t know how to print”).
- Ask about the location of school personnel (e.g., “Where is the nurse?” “Can you show me the counselor’s office?”).

3. Describing Actions

Learning Target: *Students will describe what they are doing or need related to technology or school resources.*

○ Example Tasks:

- Describe what they need to complete a task (e.g., “I need a stapler,” “I need a computer”).
- Describe how to use school resources (e.g., “First, turn on the printer,” “Click the mouse”).

4. Navigating Technology and Resources

Learning Target: *Students will use language to engage with online learning tools, educational portals, and school equipment.*

○ Example Tasks:

- Navigate school portals and websites (e.g., “Go to the portal,” “Click on the math icon”).
- Use school resources like rulers, staplers, and paper (e.g., “Use the ruler to measure,” “Staple the papers”).

5. Providing Directions or Instructions

Learning Target: *Students will give clear, simple instructions to classmates on how to use resources.*

○ Example Tasks:

- Explain to a peer how to use the printer or copy machine (e.g., “Put the paper here,” “Press the start button”).
- Give directions to someone (e.g., “The nurse’s office is down the hall”).

Engaging Experiences

1. Digital Scavenger Hunt

Success Criteria: *Students will navigate the school portal and online resources.*

- **Description:** Create a digital scavenger hunt where students must find specific information or complete tasks using the school portal (e.g., find their class schedule, access an online resource, or open a document). Provide clear, simple instructions in sequential steps.
- **Materials:** Access to the school portal, computer/tablets.
- **Example Tasks:** “Log in to the portal. Find your math class and open the assignment for today. Then, click on the link for the online quiz.”

2. Technology Toolbox Exploration

Success Criteria: *To familiarize students with physical tools and technology resources.*

- **Description:** Have a "Tech Toolbox" activity where students explore different tools (e.g., staplers, rulers, paper, pens) and their uses in the classroom. They can practice using each item, completing simple tasks like stapling papers, measuring with rulers, and writing on whiteboards.
- **Materials:** Stapler, ruler, scissors, pens, pencils, markers, etc.
- **Example Tasks:** "Use the stapler to staple two sheets of paper together."
"Measure the length of your pencil with the ruler."

3. School Map and Resource Identification

Success Criteria: *Students will familiarize themselves with important school locations and resources.*

- **Description:** Create a simple school map with key locations (library, gym, cafeteria, nurse's office, counselor's office). Have students practice navigating the map and give directions like "Go to the library," or "Where is the nurse's office?"
- **Materials:** Printed school maps, large labels for key locations, or digital mapping tools if available.
- **Example Tasks:** "Find the library on the map. Then, find your way to the cafeteria."

4. Follow the Instructions (Technology Task)

Success Criteria: *Students will develop listening and reading comprehension skills by following instructions.*

- **Description:** Give students simple, step-by-step instructions on how to complete a task on the computer (e.g., open a file, type a word, save a document). Have students work in pairs to ensure understanding and practice verbalizing the steps.
- **Materials:** Computers/tablets, instructions on a worksheet or projected on the board.
- **Example Tasks:** "Step 1: Open the 'Math' folder. Step 2: Find the file called 'Week 1 Practice.' Step 3: Type your name at the top of the page. Step 4: Save the document with your name."

5. Virtual Classroom Tour

Success Criteria: *To familiarize students with classroom rules, procedures, and important locations.*

- **Description:** If your classroom uses digital tools (e.g., Google Classroom, Seesaw), give students a virtual tour. Walk them through how to access assignments, submit work, and participate in discussions.
- **Materials:** Computer/tablet, access to online classroom platform.
- **Example Tasks:** "Log in to the classroom. Find the 'Assignments' tab. Submit your practice worksheet."

6. "Who Am I?" Staff and Location Guessing Game

Success Criteria: Students will learn school staff roles and locations in a fun, interactive way.

- **Description:** Play a guessing game where students take turns acting as a school staff member (e.g., nurse, counselor, teacher) or a school location (e.g., library, gym) while others guess who or where they are. Provide students with simple vocabulary and actions they can act out.
- **Materials:** Cards with staff titles or school locations written on them (optional).
- **Example Tasks:** "I help students when they are sick," (acting like the nurse), or "I am where you go to check out books," (acting like the library).

7. Technology Show & Tell

Success Criteria: Students will build vocabulary and practice speaking skills by introducing and explaining technology tools.

- **Description:** Have students take turns showing how they use a specific piece of technology (e.g., tablet, computer, or any online learning tool). Each student will describe how they use the technology and what it does. Encourage them to use the vocabulary words they've learned.
- **Materials:** Technology tools like tablets, laptops, etc.
- **Example Tasks:** "I use this tablet to read books. I can touch the screen to turn the pages and write notes in my notebook."

8. Digital Storytelling

Success Criteria: Students will practice both technology skills and communication through writing or speaking.

- **Description:** Have students create a short digital story using a simple tool like Google Slides or a storytelling app. The story can be about their day at school or a specific school resource, incorporating key vocabulary (e.g., "I went to the library. I used the computer. I saw the counselor.").
- **Materials:** Tablets, computers, Google Slides, or a simple video-editing tool.
- **Example Task:** "Create a story about your first day at school. Include at least three places in your school, like the classroom, cafeteria, and library."

9. "How Do You Use This?" Demonstration Activity

Success Criteria: Students will understand how to use common school supplies and technology.

- **Description:** Have students pair up and take turns demonstrating how to use various school tools (e.g., stapler, ruler, copy machine, or printer) and technology (e.g., logging in to the school portal, using an app, etc.).
- **Materials:** Staplers, rulers, copy machines, computers, or tablets.
- **Example Task:** "Take turns with your partner to show how to use a stapler and explain the steps: 'First, open the stapler. Next, put the papers inside. Then, press the handle.'"

10. Interactive School Building Tour (if virtual)

Success Criteria: Students will learn about important people and places in the school, including locations like the nurse's office, counselor, library, etc.

- **Description:** If students are in a virtual classroom setting, create an interactive digital tour of the school. If in-person, guide them through a tour of the school. Use images and simple descriptions of places and staff. Have students practice using directions and questions (e.g., "Where is the nurse's office?").
- **Materials:** Images of school staff and locations, or a school building map.
- **Example Task:** "Click on the library to learn more about it. Now, find the gym on the map"

Suggested Unit Vocabulary

Physical School Supplies	School Staff & Locations	Following Directions	Technology
Stapler Ruler Scissors Pen Pencil Eraser Paper Notebook Folder Whiteboard Marker Highlighter Clipboard Sharpener Glue	Counselor Nurse Teacher Principal Secretary Janitor Library Classroom Gym Cafeteria Office Hallway Bathroom Playground Parking lot Pick-up line Front door Exit Entrance Assembly Cones	Follow Listen Read Look Do First / Next / Last Step Turn Press Click Point Show Write Read Repeat Finish Start Pause Stop	Computer Laptop Tablet Online Internet Website School portal Login Password Click Search App (Application) Program Email Document File Save Open Close Download Upload Printer Scanner Keyboard Mouse Touchscreen Monitor Type Scroll Tab Window

Unit 4: Introduction to the Language for Language Arts

Subject: English Language Development (ELD) Newcomer/Beginner

Grade: K-12

Name of Unit: Introduction to the Language for Language Arts

Length of Unit: Varies

Overview of Unit: In the introduction to language arts, this unit develops foundational language skills related to grade-level appropriate reading and writing. Topics include: letter-name recognition, sound-symbol correspondence, basic phonics, letter production, sentence structure, descriptive and narrative writing. These language skills will be linked to common adjectives and verbs.

Unit 0 Continued: Phonics instruction and ongoing assessment is integrated into the unit.

WIDA ELD Priority Standards

1. **Standard 1: Social and Instructional Language**

Learning Target: *Students will use language to engage in social interactions and understand instructional language in the classroom, particularly related to language arts.*

○ **Skills Targeted:**

- Understand basic classroom instructions related to language arts (e.g., "Read this," "Write your name," "Circle the letter").
- Respond to questions about reading and writing tasks (e.g., "What letter is this?", "What word is this?").
- Follow basic classroom expectations during reading and writing activities (e.g., "Sit at your desk," "Listen to the story").

2. **Standard 2: The Language of Language Arts**

Learning Target: *Students will use language to engage with reading and writing tasks, including phonics, sentence structure, and descriptive/narrative writing.*

○ **Skills Targeted:**

- Recognize and produce letters of the alphabet (e.g., identifying and writing letters).
- Demonstrate understanding of sound-symbol correspondence (e.g., identifying sounds of letters, blending sounds).
- Form simple sentences with basic structure (e.g., "I see a cat," "The dog runs").
- Use adjectives and verbs to describe people, places, or things (e.g., "big," "happy," "run," "jump").
- Begin to write simple descriptive and narrative sentences (e.g., "I like my cat," "The boy is happy").

3. **Standard 3: The Language of Mathematics**

Learning Target: *Students will use language related to basic concepts of reading and writing as part of understanding mathematical concepts (e.g., recognizing numbers, counting, or ordering).*

- **Skills Targeted:**

- Apply letter and sound recognition skills in understanding numbered lists or sequences.
- Identify ordinal terms (e.g., first, second) in reading contexts.

4. **Standard 4: The Language of Science**

Learning Target: *Students will use language to describe observations and basic concepts of science, linking to language arts through descriptive writing.*

- **Skills Targeted:**

- Use simple sentence structures to describe objects, people, or phenomena (e.g., “The apple is red,” “The sky is blue”).
- Develop vocabulary for describing characteristics (e.g., size, color, shape).

5. **Standard 5: The Language of Social Studies**

Learning Target: *Students will use language to describe and identify places, people, and events in the context of early social studies concepts, linking to narrative writing.*

- **Skills Targeted:**

- Begin to create simple narratives (e.g., telling a story about a family or an event).
- Use descriptive language to discuss personal experiences (e.g., “I went to the park,” “My family is big”).

Language Functions

1. **Identifying and Recognizing**

Learning Target: *To recognize letters, sounds, and words.*

- **Example Tasks:**

- Identify letters of the alphabet (e.g., “This is the letter A”).
- Recognize and match letter sounds (e.g., “A says /æ/ as in apple”).
- Point to the correct word or letter when asked (e.g., “Find the letter B”).

2. **Producing and Reproducing Sounds**

Learning Target: *To produce sounds and words from letters and letter combinations.*

- **Example Tasks:**

- Produce the sound associated with a letter or letter combination (e.g., “What sound does B make?” “/b/”).
- Repeat a word after the teacher (e.g., “Say cat”).
- Blend sounds to form simple words (e.g., “c” + “a” + “t” = “cat”).

3. Forming Simple Sentences

Learning Target: *Students will form and use simple sentences with basic structure.*

- **Example Tasks:**

- Complete simple sentences (e.g., "I see a ____").
- Write short sentences (e.g., "The dog runs").
- Use subject-verb agreement (e.g., "She runs" vs. "He run").

4. Describing

Learning Target: *Students will describe people, places, and things using simple adjectives and verbs.*

- **Example Tasks:**

- Use adjectives to describe a noun (e.g., "The big cat," "A red ball").
- Use verbs to describe actions (e.g., "The boy jumps," "The dog runs").
- Describe personal preferences (e.g., "I like apples," "I don't like broccoli").

5. Asking and Answering Questions

Learning Target: *Students will engage in basic question-and-answer exchanges to gather information about reading and writing topics.*

- **Example Tasks:**

- Ask about letter or word sounds (e.g., "What sound does this letter make?").
- Answer questions about their own writing (e.g., "What is your favorite color?" "My favorite color is red").
- Ask for clarification (e.g., "What is this word?" "What letter is this?").

6. Following Instructions

Learning Target: *Students will follow one-step and two-step instructions related to reading and writing tasks.*

- **Example Tasks:**

- Follow instructions to write letters or words (e.g., "Write the letter A" or "Write your name").
- Follow directions to draw or color (e.g., "Color the apple red").
- Complete a task involving sentence structure (e.g., "Write a sentence about your pet").

7. Narrating and Storytelling

Learning Target: *Students will begin forming simple narratives using basic sentence structures.*

○ Example Tasks:

- Tell a simple story using a few sentences (e.g., “I see a dog. The dog is big”).
- Describe a sequence of events (e.g., “First, I woke up. Then, I ate breakfast”).
- Share a personal experience (e.g., “I went to the park. I played with my friends”).

8. Using Vocabulary in Context

Learning Target: *Students will apply learned vocabulary in context, focusing on adjectives, nouns, and verbs.*

○ Example Tasks:

- Use new vocabulary to form descriptive sentences (e.g., “The small red car”).
- Use verbs in sentences (e.g., “The cat jumps,” “I eat lunch”).

9. Writing

Learning Target: *Students will begin writing basic sentences and short paragraphs using correct spelling and punctuation.*

○ Example Tasks:

- Write sentences using new vocabulary (e.g., “The dog runs fast”).
- Write a simple description of an object or person (e.g., “My friend is tall and kind”).
- Copy words or sentences to practice writing skills.

Essential Questions

1. How do letters and their sounds help us read and write words?
2. What is the relationship between the sounds of letters and the way they are written?
3. How can we express our thoughts and ideas using both actions (verbs) and descriptions (adjectives)?
4. How do we organize words and ideas in sentences to make our writing easy to understand?
5. How can knowing opposites and synonyms help us describe things in different ways?

Engaging Experiences

1. Letter Sound Scavenger Hunt

Success Criteria: *Students will recognize, and associate letter sounds with real-life objects or images.*

- **Description:** Students search for objects or images that begin with specific target letter sounds.
- **Materials:** Alphabet cards, Picture cards or classroom objects, Recording sheets
- **Example Task:** Review the sounds of specific target letters. Show example items that match those sounds. Students search for objects in the classroom or select matching picture cards. Students record their findings by drawing or writing simple words. Share findings by saying or writing, “I found a ____ that starts with ____.”

2. Build-a-Sentence Pocket Chart Activity

Success Criteria: *Students will form simple sentences using common subject, verb, and object cards.*

- **Description:** Students practice sentence formation by selecting words from pocket charts to create complete sentences.
- **Materials:** Word cards (nouns, verbs, adjectives, objects), Pocket chart or magnetic board, Sentence recording sheet
- **Example Task:** Introduce basic sentence structure (subject, verb, object). Model creating a simple sentence using word cards (e.g., “The dog runs fast.”). Students take turns building sentences and reading them aloud. Write completed sentences on their recording sheets. Write or say two descriptive sentences about a familiar object or picture using target vocabulary.

3. Descriptive Writing with Sensory Bags

Success Criteria: *Students will use adjectives to describe sensory experiences and write simple descriptive sentences.*

- **Description:** Students engage their senses by exploring items in sensory bags and describing them.
- **Materials:** Sensory bags (containing items such as sand, marbles, slime, or cotton balls), Adjective word bank, Writing sheet
- **Example Task:** Introduce sensory-related adjectives (soft, sticky, rough). Students explore sensory bags without seeing the contents. Students describe the texture using adjectives and write simple descriptive sentences. Write or say, “The bag feels ____ and _____. I think it has ____ inside.”

4. Story Sequencing with Picture Cards

Success Criteria: *Students will arrange events in the correct order and retell a simple story.*

- **Description:** Students use picture cards to sequence events in a story and practice narrative skills.
- **Materials:** Picture card sets for simple stories (3–5 events), sentence strips, and sequencing graphic organizer
- **Example Tasks:** Model sequencing a simple story using picture cards. Students work in pairs to arrange their cards in logical order. Write or dictate sentences for each event in the sequence. Share story sequences with the class. Retell the story verbally or in writing using transition words (first, next, last).

5. "My Favorite Things" Narrative Booklet

Success Criteria: *Students will create a simple narrative booklet about their favorite things using pictures and words.*

- **Description:** Students illustrate and write simple sentences to create personal narrative booklets.
- **Materials:** Booklet template, crayons, markers, and writing prompts (e.g., “I like ____ because ____.”)
- **Example Tasks:** Discuss examples of favorite things (food, animals, activities). Model writing a simple narrative sentence about a favorite item. Students will complete pages of their booklets with pictures and sentences. Share booklets with the class or in small groups. Write or say three sentences about different favorite things using adjectives and verbs.

Suggested Unit Vocabulary

Letter-Name Recognition	Sound-Symbol Correspondence (Phonics):	Basic Phonics and Pronunciation:	Letter Production:	Sentence Structure:	Descriptive and Narrative Writing:	Common Adjectives and Verbs:
Letter A, B, C, D, etc. Alphabet Uppercase Lowercase Beginning End Letter sound Listen Look Say Speak Repeat	Sound Letter sound Match Letter name Vowel (e.g., A, E, I, O, U) Consonant Blend Digraph (e.g., sh, ch, th) Short vowel Long vowel	Start End First Last Middle Say Sound Write Read Letter Production Draw Circle Trace Make Line Curve Straight Small / Big (for letter size)	Write Draw Circle Trace Make Line Curve Straight Small / Big (for letter size)	Sentence Word Period Capital letter Space Subject Verb Action Complete sentence Starting letter Ending punctuation Question mark Exclamation mark	Describe Story Begin Middle End Beginning sound Detail Character Setting Action Feeling Time (e.g., "Once upon a time," "Now")	Adjective Big / Small Happy / Sad Fast / Slow Hot / Cold Good / Bad Tall / Short Old / Young Run Jump See Eat Walk Play Make Say Think

Unit 5: Introduction to the Language for Mathematics

Subject: English Language Development (ELD) Newcomer/Beginner

Grade: K-12

Name of Unit: Introduction to the Language for Mathematics

Length of Unit: Varies

Overview of Unit: In the introduction to mathematics, this unit develops foundational, language skills related to grade-level appropriate math literacy. Students utilize the four domains (listening, speaking, reading, and writing) to engage with mathematical concepts related to: numbers, shapes, money, measurement, mathematical operations, graphing, and inequalities.

Unit 0 Continued: Phonics instruction and ongoing assessment is integrated into the unit.

WIDA ELD Priority Standards

1. Standard 1: Social and Instructional Language

Learning Target: *Students will learn to understand and use the language of instruction in a mathematics context. This includes following directions for mathematical tasks, asking questions, and engaging in conversations about math concepts.*

- **Skills Targeted:**

- Understand and respond to basic mathematical questions.
- Ask and answer questions related to numbers, shapes, and operations.
- Follow one- and two-step instructions in math tasks (e.g., "Count the shapes," "Draw three circles").

2. Standard 2: The Language of Language Arts

Learning Target: *Students will learn to interpret, and use written mathematical language, such as symbols, numbers, and simple word problems.*

- **Skills Targeted:**

- Recognize and understand key math vocabulary (e.g., numbers, shapes, add, subtract).
- Read and understand simple mathematical texts (e.g., a number line, basic word problems).
- Write simple math-related sentences (e.g., "Two plus two equals four").

3. Standard 3: The Language of Mathematics

Learning Target: *Students will learn to use the specific language of mathematics to explain and solve problems related to numbers, shapes, money, measurement, and more.*

- **Skills Targeted:**

- Understand and use basic mathematical operations vocabulary (e.g., add, subtract, equal, more than, less than).
- Use math-related terms to describe shapes, numbers, and mathematical operations.
- Write basic mathematical equations and word problems using correct vocabulary.

4. Standard 4: The Language of Science

Learning Target: *Students will use language to describe measurements, compare quantities, and engage in graphing and data-related activities.*

- **Skills Targeted:**

- Identify and use measurement terms (e.g., long, short, tall, heavy, light).
- Describe data or comparisons using basic phrases (e.g., "The red shape is bigger than the blue shape").
- Use mathematical terms to describe graphs (e.g., "circle graph," "bar graph").

5. Standard 5: The Language of Social Studies

Learning Target: *In some cases, the mathematical concepts may overlap with social studies terms, such as time and money.*

- **Skills Targeted:**

- Understand and use currency-related terms for money (e.g., coin, dollar, cent).

Language Functions

1. Identifying and Recognizing

Learning Target: *Students will identify and recognize numbers, shapes, and mathematical terms.*

- **Example Tasks:**

- Identify and name numbers (e.g., "This is the number 5").
- Recognize and name shapes (e.g., "This is a triangle").
- Identify symbols used in mathematics (e.g., "This is the plus sign").
- Recognize currency and money (e.g., "This is a dollar," "This is a coin").

2. Describing and Explaining

Learning Target: *Students will describe mathematical concepts, numbers, and shapes using appropriate language.*

- **Example Tasks:**

- Describe shapes by their attributes (e.g., "This square has four equal sides").
- Explain time-related concepts (e.g., "It is 3 o'clock").
- Describe the process of measuring objects (e.g., "The pencil is 5 inches long").
- Explain how to perform simple math operations (e.g., "2 plus 3 equals 5").
- Describe a graph (e.g., "The bar is tall" or "There are five apples").

3. Asking and Answering Questions

Learning Target: *Students will ask and answer basic questions about mathematical concepts, numbers, and operations.*

- **Example Tasks:**

- Ask for clarification about numbers or shapes (e.g., “How many sides does a triangle have?”).
- Answer questions about quantities (e.g., “How many apples are there?”).
- Ask for help in solving math problems (e.g., “How do I add 5 and 7?”).
- Respond to questions about time (e.g., “What time is it?”).

4. Comparing and Contrasting

Learning Target: *Students will compare and contrast numbers, shapes, and measurements.*

- **Example Tasks:**

- Compare numbers (e.g., “Which number is bigger?” or “Is 5 greater than 3?”).
- Compare shapes (e.g., “A rectangle has four sides, but a square has equal sides”).
- Compare measurements (e.g., “The pencil is shorter than the ruler”).
- Compare time (e.g., “It is later now” or “We have more time now”).

5. Performing Mathematical Operations

Learning Target: *Students will use language to explain and perform basic mathematical operations.*

- **Example Tasks:**

- Use mathematical terms to describe addition and subtraction (e.g., “Add 2 and 3” or “Take away 4 from 10”).
- Describe the results of operations (e.g., “10 minus 2 equals 8”).
- Discuss multiplication or division with basic vocabulary (e.g., “3 times 2 is 6” or “6 divided by 2 is 3”).

6. Following Directions

Learning Target: *Students will follow one-step and two-step instructions related to math activities or problems.*

- **Example Tasks:**

- Follow directions to solve math problems (e.g., “Add these numbers together”).
- Follow instructions to complete a graph or chart (e.g., “Draw a bar for 10”).
- Follow directions to measure objects (e.g., “Measure the length of the pencil”).

7. Writing Mathematical Sentences

Learning Target: Students will use language to write simple mathematical equations or statements.

○ Example Tasks:

- Write simple addition or subtraction sentences (e.g., “ $3 + 2 = 5$ ”).
- Write descriptions of shapes (e.g., “This shape has 4 sides”).
- Label amounts of money (e.g., “This coin is 50 cents”).

8. Expressing Mathematical Relationships

Learning Target: Students will express relationships between numbers, shapes, and measurements.

○ Example Tasks:

- Express greater than/less than (e.g., “5 is greater than 3” or “8 is less than 10”).
- Express relationships between items on a graph (e.g., “There are more apples than bananas”).
- Use mathematical vocabulary to explain simple inequalities (e.g., “3 is less than 5”).

9. Interpreting and Explaining Graphs and Data

Learning Target: Students will read and interpret simple graphs and data, explaining what they represent.

○ Example Tasks:

- Interpret bar graphs or pictographs (e.g., “The blue bar is taller than the red bar”).
- Describe data from a graph (e.g., “There are 6 students in the class who like apples”).
- Explain the meaning of data in charts or graphs (e.g., “This shows the number of apples in each basket”).

Essential Questions

1. How can I describe numbers and quantities in English?
2. How do I compare and order numbers (e.g., equal, greater than, less than, same, bigger, smaller, longer, shorter, heavier, and lighter)?
3. How do I name and describe different shapes in English?
4. What words can I use to describe the size (e.g., length, weight, volume)?
5. What language do I use to ask about prices or make purchases (e.g., coins and bills)?
6. What words help me explain addition, subtraction, multiplication, and division?
7. How can I describe graphs and charts in English?

Engaging Experiences

1. Number Line Race

Success Criteria: *Students will practice recognizing numbers and their relative values on a number line.*

- **Description:** Students race to place numbers in the correct order on a number line.

Materials: Large number line (0–100 or appropriate range), Number cards, Markers

Example Task: Review the order of numbers and how to read them. Show an example of placing a number on the line. Students pick number cards and place them in order on the number line. Students say the numbers aloud as they place them, for example, “Five goes here,” or “Ten comes before fifteen.”

2. Shape Sorting and Vocabulary Practice

Success Criteria: *Students will identify and describe common shapes using appropriate math vocabulary.*

- **Description:** Students will sort shapes based on characteristics and describe their attributes.

Materials: Shape cutouts (circle, square, triangle, rectangle), Vocabulary flashcards (e.g., sides, corners)

- **Example Task:** Introduce different shapes and their properties. Show example shapes and vocabulary. Students work in pairs to sort the shapes by attributes (e.g., number of sides). Students describe the shapes aloud, saying, “This is a square. It has four equal sides.”

3. Money Match

Success Criteria: *Students will identify coins and bills, and practice counting money.*

- **Description:** Students will match coins and bills to their values and practice using money vocabulary.
- **Materials:** Play money (coins and bills), Flashcards with the values (e.g., 25 cents, 1 dollar)
- **Example Task:** Show different coins and bills. Review their values and names. Students match the play money to the correct value card. Students practice saying the values aloud, for example, “This is a quarter, it’s 25 cents,” or “This is a one-dollar bill.”

4. Measurement Relay

Success Criteria: *Students will practice measuring objects using standard units of measurement.*

- **Description:** Students will work in teams to measure objects using rulers, scales, or other measuring tools.
- **Materials:** Rulers, measuring tapes, scales, various classroom objects (e.g., pencil, book, bottle)
- **Example Task:** Introduce different types of measurements (length, weight, volume). Show how to use a ruler and scale. Students measure objects and write or say the measurements aloud, for example, “The pencil is 7 inches long” or “The book weighs 10 ounces.”

5. Math Word Wall

Success Criteria: *Students will learn math vocabulary and reinforce key concepts.*

- **Description:** Students will create a word wall with important math terms and refer to it throughout the unit.
- **Materials:** Bulletin board or wall space, Word cards with math vocabulary (e.g., add, subtract, equal, greater than)
- **Example Task:** Introduce new math vocabulary. Have students add words to the word wall, such as “plus,” “minus,” or “greater than.” As new concepts are introduced, students practice reading and using the words in context.

6. Math Operation Charades

Success Criteria: *Students will practice recognizing and using mathematical operations.*

- **Description:** Students will act out simple math operations, and classmates will guess the problem and solution.
- **Materials:** Flashcards with simple math operations (e.g., $3 + 2$, $5 - 1$)
- **Example Task:** Show students how to act out math operations (e.g., show 3 fingers, then add 2). Students take turns acting out problems for others to guess the answer. Students practice saying the operation aloud, for example, “Three plus two equals five.”

7. Graphing with Pictures

Success Criteria: *Students will create and interpret bar graphs using picture data.*

- **Description:** Students will create a bar graph using objects or pictures and describe the data in English.
- **Materials:** Graph paper or poster paper, Pictures or objects to categorize (e.g., fruit, animals)
- **Example Task:** Students collect data (e.g., how many red, yellow, or green apples) and create a bar graph. Afterward, they describe the graph, saying things like, “There are 4 red apples,” or “The yellow apples are the least.”

8. Comparing Numbers with Flashcards

Success Criteria: Students will compare numbers using math vocabulary (greater than, less than, equal to).

- **Description:** Students will compare pairs of numbers and use the correct inequality symbols.
- **Materials:** Number flashcards, Flashcards with math symbols ($>$, $<$, $=$)
- **Example Task:** Show pairs of numbers and ask students to use the inequality symbols to compare them. Students practice saying the comparisons aloud, for example, “6 is greater than 4” or “2 is less than 5.”

9. Inequality Balance Game

Success Criteria: Students will understand and use inequality language (greater than, less than) in context.

- **Description:** Students will create imbalances with objects and describe the inequality using math terms.
- **Materials:** Balance scale (or seesaw), Objects to represent numbers (e.g., blocks, coins)
- **Example Task:** Students place objects on both sides of the balance scale. They describe the imbalance using inequality symbols, for example, “There are more blocks on the left side. 5 is greater than 3.”

10. Math Journals

Success Criteria: Students will practice writing about math concepts and vocabulary.

- **Description:** Students will reflect on what they’ve learned by drawing and writing in their math journals.
- **Materials:** Blank notebooks or sheets of paper, Markers or crayons
- **Example Task:** After each lesson, students will draw pictures representing the math concept (e.g., shapes, numbers, or graphs) and write a sentence describing what they learned. For example, “I learned about triangles. A triangle has 3 sides.”

Suggested Unit Vocabulary

Numbers	Shapes	Money	Measurement	Mathematical Operations	Graphing	Inequalities
Number (e.g., one, two, three) Count Add / Addition Subtract / Subtraction Even / Odd Equal Greater than / Less than Hundred Ten Zero Tens Frame Half Fourth Third Quarter Percent	Circle Square Triangle Rectangle Side Corner Edge Shape Round Straight	Money Coin Dollar Cent Bill Buy Sell Price Change Cashless Charge Tap Check Credit Card	Length Width Height Big / Small Long / Short Heavy / Light Tall / Short Measure Weight Height Capacity Inches Feet Miles	Add / Addition Subtract / Subtraction Multiply/ Multiplication Times Divide/ Division Plus Minus Equals Total Sum Difference	Graph Bar graph Line graph Circle graph X-axis Y-axis Data Point Chart Horizontal Vertical Diagonal	Greater than Less than Equal to More than Less than

Unit 6: Introduction to the Language for Science

Subject: English Language Development Newcomer/Beginner

Grade: K-12

Name of Unit: Introduction to the Language for Science

Length of Unit: Varies

Overview of Unit: In the introduction to science, this unit develops foundational, language skills related to grade-level appropriate scientific literacy. Students utilize the four domains (listening, speaking, reading, and writing) to engage with scientific concepts: food, parts of the body, health, senses, seasons, weather, clothing, plants, and animals.

Unit 0 Continued: Phonics instruction and ongoing assessment is integrated into the unit.

WIDA ELD Priority Standards

1. Standard 1: Social and Instructional Language

Learning Target: *Students will learn the language used in scientific instruction and classroom interactions. They will practice listening to and responding to directions related to science activities, asking and answering simple questions, and participating in discussions about science topics.*

- **Skills Targeted:**

- Follow instructions related to scientific activities (e.g., "Look at the plant," "Touch your nose").
- Ask and answer simple questions about scientific topics (e.g., "What is your favorite food?" "What do you see in the sky today?").
- Engage in basic conversations about science concepts like food, weather, and animals.

2. Standard 2: The Language of Language Arts

Learning Target: *Students will develop their ability to interpret and use written language related to science. This includes understanding simple scientific texts, labels, and diagrams (e.g., food labels, body part charts, plant diagrams).*

- **Skills Targeted:**

- Recognize and understand simple scientific words and terms (e.g., body parts, senses, weather).
- Read and interpret basic scientific texts and labels (e.g., "The plant needs water").
- Write simple scientific statements (e.g., "I have two arms," "It is raining").

3. Standard 3: The Language of Mathematics

Learning Target: *Students will use the language of science to describe and explain scientific concepts related to measurements, time, and comparisons in the context of science topics like health, seasons, and animals.*

- **Skills Targeted:**

- Use terms related to measurement and size (e.g., big, small, tall, short).
- Compare different animals, plants, and objects using descriptive language (e.g., "The cat is bigger than the dog").
- Use time-related terms in science contexts (e.g., "in the morning," "during the day").

4. Standard 4: The Language of Science

Learning Target: *Students will learn to use scientific language to understand and express concepts related to food, body parts, health, senses, weather, seasons, clothing, plants, and animals.*

- **Skills Targeted:**

- Understand and use basic science vocabulary (e.g., food, weather, plant, body part).
- Describe and label parts of the body (e.g., "I have two legs").
- Talk about and describe the senses (e.g., "I see the sun," "I smell flowers").
- Use descriptive language to talk about plants and animals (e.g., "The flower is yellow," "The dog is small").

5. Standard 5: The Language of Social Studies

Learning Target: *Students will engage with science-related vocabulary that connects to everyday life and social studies concepts, such as the seasons, weather, and how people interact with the environment.*

- **Skills Targeted:**

- Use weather-related terms (e.g., sunny, rainy, windy, snowy).
- Talk about how clothing changes with the weather or seasons (e.g., "I wear a coat in the winter").
- Use terms for body parts, health, and well-being in the context of self-care (e.g., "I need water to stay healthy").

Language Functions

1. Identifying and Recognizing

Learning Target: *Students will identify and recognize scientific concepts related to the unit, including food, body parts, health, senses, weather, and animals.*

- **Example Tasks:**

- Identify and name food items (e.g., "This is an apple," "This is bread").
- Recognize and name body parts (e.g., "This is a head," "This is an arm").
- Recognize different weather types (e.g., "It is sunny," "It is rainy").
- Identify clothing appropriate for different weather (e.g., "I wear a coat in winter").
- Recognize animal names (e.g., "This is a dog," "This is a cat").
- Identify parts of plants (e.g., "This is a leaf," "This is a flower").

2. Describing and Explaining

Learning Target: *Students will describe and explain scientific concepts using simple language.*

- **Example Tasks:**

- Describe body parts using basic vocabulary (e.g., "The hand is for holding," "The foot is for walking").
- Explain the importance of health (e.g., "Eating vegetables helps you stay healthy").
- Describe senses and how we use them (e.g., "We use our eyes to see," "We use our nose to smell").
- Explain basic weather patterns (e.g., "It is hot in summer," "It is cold in winter").
- Describe how plants grow (e.g., "A seed grows into a flower").
- Explain what animals do (e.g., "The dog barks," "The cat sleeps").

3. Asking and Answering Questions

Learning Target: *Students will ask and answer basic questions related to the unit topics, using simple language.*

- **Example Tasks:**

- Ask questions about food (e.g., "What is this food?" "Do you like apples?").
- Answer questions about body parts (e.g., "What is this?" "It is a hand").
- Ask about the weather (e.g., "What is the weather like today?" "Is it hot or cold?").
- Answer questions about clothing (e.g., "What do you wear in the winter?" "I wear a coat").
- Ask about animals (e.g., "Where do dogs live?" "What do cats eat?").
- Answer questions about plants (e.g., "What is this plant?" "It is a flower").

4. Comparing and Contrasting

Learning Target: *Students will compare and contrast different scientific concepts such as weather, animals, or body parts.*

- **Example Tasks:**

- Compare seasons (e.g., "In winter, it is cold, but in summer, it is hot").
- Compare body parts (e.g., "The hand has five fingers, but the foot has five toes").
- Compare animals (e.g., "A cat is small, but a dog is bigger").
- Compare foods (e.g., "An apple is sweet, but a lemon is sour").
- Compare weather (e.g., "It is sunny today, but it was rainy yesterday").
- Compare clothing (e.g., "I wear a coat in winter, but I wear a t-shirt in summer").

5. Performing Scientific Operations

Learning Target: *Students will use basic language to explain simple scientific processes, such as observing, describing, and categorizing.*

- **Example Tasks:**

- Describe the process of eating food (e.g., "We chew food with our teeth").
- Explain how we use our senses (e.g., "We touch things with our hands," "We hear sounds with our ears").
- Describe the process of weather changes (e.g., "It rains when the clouds are full of water").
- Explain how plants grow (e.g., "The seed needs water and sunlight to grow").
- Describe basic animal behavior (e.g., "The cat eats food," "The dog runs").

6. Following Directions

Learning Target: *Students will follow simple one-step and two-step instructions related to scientific activities.*

- **Example Tasks:**

- Follow instructions to identify body parts (e.g., "Touch your nose").
- Follow weather-related instructions (e.g., "Draw the sun if it is sunny").
- Follow directions for categorizing food (e.g., "Put the fruit in one group, and the vegetables in another").
- Follow directions to identify parts of a plant (e.g., "Point to the leaf").
- Follow instructions to categorize animals (e.g., "Put the dog and cat in the same group because they are animals").

7. Writing Scientific Sentences

Learning Target: Students will use language to write simple sentences about scientific concepts.

- **Example Tasks:**

- Write simple sentences about food (e.g., "I eat apples," "Bananas are yellow").
- Write about body parts (e.g., "The eyes are for seeing," "The feet help us walk").
- Write about the weather (e.g., "It is hot in summer," "It is snowing today").
- Write about animals (e.g., "The dog barks," "The cat sleeps").
- Write about plants (e.g., "A tree has many leaves," "The flower is red").

8. Expressing Scientific Relationships

Learning Target: Students will express relationships between scientific concepts using simple language.

- **Example Tasks:**

- Express relationships between body parts (e.g., "The hand is connected to the arm," "The fingers are on the hand").
- Describe relationships in the weather (e.g., "When it is sunny, it is warm").
- Express relationships between seasons and clothing (e.g., "We wear coats in winter because it is cold").
- Describe the relationship between food and health (e.g., "Eating vegetables helps you grow strong").
- Express relationships between plants and animals (e.g., "The tree gives shade to animals").

9. Interpreting and Explaining Scientific Concepts

Learning Target: Students will read and interpret simple scientific texts or visuals, explaining what they represent.

- **Example Tasks:**

- Interpret simple charts about food (e.g., "This is a chart showing fruits").
- Describe diagrams of the body (e.g., "This shows where the head is").
- Explain simple pictures about animals (e.g., "This shows a cat and a dog").
- Interpret basic weather reports (e.g., "This shows it will rain tomorrow").
- Explain the steps in a simple plant growth diagram (e.g., "The seed needs water to grow").

Essential Questions

1. How can I ask and answer basic questions about science?
2. How do I describe what I see, hear, smell, taste, and feel?
3. How do I explain simple ideas about living things and the world around me?
4. What words describe the foods I eat and how they help my body?
5. How do I talk about feeling healthy or sick?
6. What words can I use to name parts of the body?
7. What words help me talk about different seasons and kinds of weather?
8. What clothes do I wear in different seasons and types of weather?
9. How can I name and describe plants and animals?

Engaging Experiences

1. Senses Exploration Activity

***Success Criteria:** Students will identify and describe the five senses and corresponding body parts through observation and discussion.*

- **Description:** This activity engages students in exploring their senses using various objects and materials to describe sensory experiences in simple terms.
- **Materials:** blindfolds, cotton balls, spices, textured fabrics, small musical instruments, and pictures of food, sense word cards (soft, loud, sweet, rough, etc.)
- **Example Task:** Complete a graphic organizer by matching senses to their descriptive words and body parts.

2. Seasons and Weather Sorting Game

***Success Criteria:** Students will recognize and categorize vocabulary related to seasons and weather.*

- **Description:** Students work in groups to sort pictures and words into categories for spring, summer, fall, and winter.
- **Materials:** Picture cards with images of seasonal weather, activities, and clothing, season category labels, velcro board or chart
- **Example Task:** Write or say two sentences about a favorite season using target vocabulary.

3. Parts of the Plant Inquiry

***Success Criteria:** Students will identify and label basic parts of a plant and their functions.*

- **Description:** Hands-on planting activity where students learn plant vocabulary and track plant growth over time.
- **Materials:** small pots, seeds, soil, plant part labeling worksheet, picture of a labeled plant
- **Example Task:** Label a plant diagram and write one simple sentence about each part (e.g., "The roots help the plant drink water.").

4. Animal Adaptation Charades

Success Criteria: Students will demonstrate understanding of how animals adapt to their environments.

- **Description:** Students act out animal behaviors and adaptations while classmates guess the animal and its habitat.
- **Materials:** Animal picture cards, adaptation clue cards (webbed feet, sharp claws, fur)
- **Example Task:** Describe the animal in one or two sentences using target vocabulary (e.g., "The camel lives in the desert and has long eyelashes to protect its eyes.").

5. Clothing for Weather Matching Game

Success Criteria: Students will associate appropriate clothing with different weather conditions.

- **Description:** Students match clothing items to specific weather conditions using images and word cards.
- **Materials:** Weather picture cards (sunny, rainy, snowy, windy), clothing item cutouts (hat, raincoat, gloves, sandals)
- **Example Task:** Write or say a sentence about what to wear for a specific weather condition (e.g., "When it is snowy, I wear gloves.").

Suggested Unit Vocabulary

Food & Health	Parts of the Body & Senses	Seasons & Weather	Clothing	Plants	Animals
Food Eat Drink Vegetables Fruit Meat Bread Rice Water Juice Healthy Snack Meal Breakfast Lunch Dinner Healthy Sick Feel Pain	Head Eyes Ears Mouth Nose Arms Hands Legs Feet Fingers Toes Stomach Back Heart Lungs Brain Teeth See Look Hear	Winter Spring Summer Fall Season Cold Hot Warm Cool Snow Rain Wind Sun Cloudy Storm Leaves Flowers Trees Weather Sunny	Clothes Shirt Pants Dress Jacket Coat Shoes Boots Hat Gloves Scarf Sweater Socks Shorts	Plant Tree Flower Leaf Roots Stem Seeds Soil Water Grow Sunlight Garden Bush Grass Fruit	Animal Dog Cat Fish Bird Horse Cow Pig Chicken Rabbit Insect Bear Elephant Lion Tiger Monkey Mammal Reptile Bird Snake

Medicine	Listen	Cloudy			Spider
Doctor	Touch	Rainy			
Appointment	Feel	Snowy			
Hospital	Taste	Windy			
Clinic	Smell	Hot			
Lice	Color	Cold			
Blurry	Sound	Temperature			
Vision	Soft	Thunder			
Nurse	Hard	Lightning			
Hospital	Loud	Storm			
Rest	Quiet	Clear			
Exercise	Hot				
Wash hands	Cold				
Sleep					
Breathe					
Cough					
Headache					
Itch					
Sore Throat					
Bleeding					
Bandaids					
Ice Pack					
Cramps					
Femine					
Products					
Deodorant					
Shampoo					
Soap					
Temperature (e.g., hot, cold)					

Unit 7: Introduction to the Language for Social Studies

Subject: English Language Development (ELD) Beginner/Newcomer

Grade: K-12

Name of Unit: Introduction to the Language for Social Studies

Length of Unit: Varies

Overview of Unit: In the introduction to social studies, this unit develops foundational language skills related to grade-level appropriate literacy in social studies topics. Students utilize the four domains (listening, speaking, reading, and writing) to engage with concepts: time, calendar, community places and helpers, celebrations and culture, needs and wants, maps and positional language, and geography.

Unit 0 Continued: Phonics instruction and ongoing assessment is integrated into the unit.

WIDA ELD Priority Standards

1. Standard 1: Social and Instructional Language

Learning Target: *Students will engage in social and instructional conversations and understand instructions related to social studies topics.*

- **Skills Targeted:**

- Follow and respond to basic classroom instructions related to social studies concepts.
- Participate in greetings, basic conversations, and simple question-answer exchanges about social studies topics (e.g., “What is your name?” “Where do you live?”).
- Share information about their community and experiences, as well as the celebrations and places they know.
- Ask and respond to questions about concepts such as time, holidays, and community helpers.

2. Standard 2: The Language of Language Arts

Learning Target: *Students will engage with reading and writing activities related to social studies texts and concepts, using simple written forms of language (e.g., labels, short sentences, and descriptive writing).*

- **Skills Targeted:**

- Read and understand basic social studies texts, such as calendar descriptions, community place labels, and simple cultural stories.
- Write simple sentences or labels about concepts like family, community helpers, or geographical locations.
- Begin to create simple diagrams or written work about locations (e.g., maps, places in their community).

3. Standard 3: The Language of Mathematics

Learning Target: While primarily a math standard, students will use mathematical language when discussing concepts like time, money, and geography.

- **Skills Targeted:**

- Identify and use numbers in the context of time (e.g., hours, days, months).
- Recognize and express positional language (e.g., “near,” “far,” “behind,” “next to”).
- Understand concepts like “more than” and “less than” when discussing needs and wants in social studies contexts.

4. Standard 4: The Language of Science

Learning Target: Students will use descriptive language to talk about geographical concepts, community helpers, and cultural elements.

- **Skills Targeted:**

- Use language to describe locations on a map, geographical features, and community places.
- Describe aspects of culture, holidays, and traditions using simple language.
- Talk about community helpers, such as teachers, doctors, and police officers, and their roles in society.

5. Standard 5: The Language of Social Studies

Learning Target: Students will engage with the language of social studies, including the terminology associated with time, geography, culture, and community.

- **Skills Targeted:**

- Understand and use basic social studies vocabulary (e.g., community, holiday, map, geography).
- Learn the language of calendars, dates, and times.
- Discuss community helpers, their roles, and their importance in society.
- Describe different cultures and traditions using simple words and phrases.

Essential Questions

1. What are the important places in my community, and who helps in those places?
2. How do we talk about time, calendar, and seasons in relation to social events and traditions?
3. What are the similarities and differences between needs and wants in different communities?
4. How do we use maps to understand our world and community?
5. What celebrations and cultural traditions are important in my community and around the world?
6. How do people communicate and use positional language to describe where things are?
7. Why is it important to understand geography and where things are located?
8. How do people help others in their communities and what roles do they play?

Language Functions

1. Identifying and Recognizing

Learning Target: *Students will identify and recognize basic social studies concepts and vocabulary related to time, community, and geography.*

- **Example Tasks:**

- Identify and name community helpers (e.g., “This is a teacher” or “This is a doctor”).
- Recognize and label community places (e.g., “This is the park” or “This is a library”).
- Identify calendar time (e.g., “This is Monday” or “It is January”).
- Recognize and name simple geographical features (e.g., “This is a river” or “This is a mountain”).
- Identify and name basic needs and wants (e.g., “I need food” or “I want a toy”).

2. Describing and Explaining

Learning Target: *Students will describe and explain basic social studies concepts and terms.*

- **Example Tasks:**

- Describe community places (e.g., “The school is where we learn” or “The hospital helps people who are sick”).
- Explain simple celebrations (e.g., “We celebrate birthdays with cake” or “Christmas is a holiday”).
- Describe basic needs and wants (e.g., “Food is a need” or “A toy is a want”).
- Explain positional language (e.g., “The park is next to the school” or “The store is in front of the house”).
- Describe locations on a map (e.g., “The mountain is here” or “The river is over there”).

3. Asking and Answering Questions

Learning Target: *Students will ask and answer basic questions related to social studies topics such as time, community, and geography.*

- **Example Tasks:**

- Ask about community places (e.g., “Where is the school?” or “Where is the hospital?”).
- Answer questions about needs and wants (e.g., “What do you need?” or “What do you want?”).
- Ask for help understanding time (e.g., “What day is it?” or “What month is it?”).
- Answer questions about map features (e.g., “Where is the park?” or “What is near the school?”).

4. Comparing and Contrasting

Learning Target: *Students will compare and contrast basic social studies concepts, such as community helpers, places, and calendar time.*

- **Example Tasks:**

- Compare community places (e.g., “The school is different from the library” or “The park is bigger than the playground”).
- Compare needs and wants (e.g., “Food is a need, but a toy is a want” or “Water is a need, but candy is a want”).
- Compare geographical features (e.g., “A river is different from a mountain” or “A lake is smaller than a river”).
- Compare celebrations (e.g., “Christmas is a holiday in winter, but Halloween is in the fall”).

5. Performing Social Studies Tasks

Learning Target: *Students will use language to engage in basic social studies tasks and activities.*

- **Example Tasks:**

- Follow directions to locate places on a map (e.g., “Find the school on the map” or “Point to the mountain”).
- Describe the positions of objects or places using positional language (e.g., “The tree is behind the house” or “The store is next to the park”).
- Use language to explain simple needs and wants (e.g., “I need food, I want a toy”).
- Describe time-related concepts (e.g., “It is morning now” or “It is winter”).

6. Following Directions

Learning Target: *Students will follow one-step and two-step instructions related to social studies concepts and activities.*

- **Example Tasks:**

- Follow instructions to label community places (e.g., “Point to the school on the map” or “Draw a hospital”).
- Follow directions to identify geographical features (e.g., “Find the river on the map” or “Circle the mountain”).
- Follow steps to identify needs and wants (e.g., “Circle things we need” or “Cross out things we want”).
- Follow instructions to identify calendar time (e.g., “Point to today on the calendar” or “Circle the month of January”).

Engaging Experiences

1. Time and Calendar Match

Success Criteria: *Students will learn and use vocabulary related to time, days of the week, and months of the year.*

- **Description:** Students will match different time-related vocabulary with the correct visuals, such as days of the week or months on a calendar.
- **Materials:** Calendar printouts, Days of the week and months flashcards, Markers or stickers
- **Example Task:** Introduce days of the week and months of the year. Show the calendar and explain how each part represents time. Students match the flashcards to the correct day or month. Students say the name of the day/month aloud, for example, "Today is Monday," or "My birthday is in December."

2. Community Places and Helpers Sort

Success Criteria: *Students will identify community places and helpers, using appropriate vocabulary.*

- **Description:** Students will sort different community places and helpers based on their functions and role in the community.
- **Materials:** Flashcards of community places (e.g., school, hospital, post office) and helpers (e.g., teacher, doctor, firefighter)
- **Example Task:** Show examples of community places and helpers. Students work in pairs to sort the flashcards into two groups: places and helpers. Students practice saying phrases aloud, such as "A teacher works in a school" or "A doctor helps people in the hospital."

3. Cultural Celebrations Picture Book

Success Criteria: *Students will learn vocabulary related to celebrations and cultures.*

- **Description:** Students will create a picture book illustrating different cultural celebrations.
- **Materials:** Blank pages or a mini book template, Markers, pictures of celebrations (e.g., birthdays, holidays)
- **Example Task:** Introduce different celebrations and explain the vocabulary. Students create a simple picture book, illustrating and labeling celebrations like birthdays or holidays. Students practice describing celebrations in simple sentences, saying, "This is a birthday. People eat cake," or "Christmas is a holiday where we decorate trees."

4. Needs and Wants Discussion

Success Criteria: *Students will differentiate between needs and wants using everyday examples.*

- **Description:** Students will categorize items into "needs" and "wants" and practice using the vocabulary.
- **Materials:** Flashcards with pictures of various items (e.g., food, toys, clothes, phone)
- **Example Task:** Introduce the concept of needs versus wants. Students take turns sorting the items into the appropriate categories (needs or wants). Students say, "A book is a need. A toy is a want." or "Food is a need. A phone is a want."

5. Map Exploration

Success Criteria: Students will identify and describe common map features and basic geography vocabulary.

- **Description:** Students will explore a simple map and practice using positional language.
- **Materials:** Simple world map or classroom map, Map key, Stickers or markers
- **Example Task:** Show a world map and explain key features like oceans, continents, and countries. Students locate specific places on the map using positional language (e.g., "The ocean is to the left of the continent"). Students mark different locations with stickers or markers.

6. My Community Role Play

Success Criteria: Students will practice using vocabulary related to community helpers and roles.

- **Description:** Students will role-play different community helpers, practicing their speaking skills.
- **Materials:** Costume props (optional), Flashcards with community helper roles (e.g., teacher, doctor, police officer)
- **Example Task:** Introduce different community helpers and their roles. Students choose a role and act out what they do in the community (e.g., "I am a doctor. I help people feel better."). Students practice saying their role and actions aloud.

7. Positional Language Relay

Success Criteria: Students will use positional language (e.g., above, below, next to) to describe object locations.

- **Description:** Students will work in pairs to describe the location of objects using positional language.
- **Materials:** Various classroom objects, Flashcards with positional words (e.g., above, below, next to, behind)
- **Example Task:** Set up a series of objects in the classroom. Ask students to describe the position of objects using positional language, such as "The pencil is next to the eraser" or "The book is above the table." Students take turns giving instructions and following them.

8. Map of My Community

Success Criteria: Students will create a simple map of their community and practice geography vocabulary.

- **Description:** Students will design and label a simple map of a community with important places.
- **Materials:** Blank paper, Crayons or markers, Map key (optional)
- **Example Task:** Show a simple example of a community map. Students draw and label places they recognize (e.g., school, park, grocery store). Students practice using the words "next to," "behind," or "in front of" to describe locations on their map.

9. Calendar Sentence Writing

Success Criteria: Students will practice writing simple sentences using calendar and time vocabulary.

- **Description:** Students will write sentences describing dates and events using the vocabulary learned.
- **Materials:** Calendar template, Writing paper, Markers
- **Example Task:** After discussing the days of the week, students write simple sentences like "Today is Monday," or "My birthday is in May." Students draw pictures of events or holidays they have discussed.

10. Community Helper Interview

Success Criteria: Students will practice asking and answering questions using vocabulary related to community helpers.

- **Description:** Students will interview a classmate or teacher acting as a community helper.
- **Materials:** Interview question prompts (e.g., "What is your job?" "How do you help people?")
- **Example Task:** Introduce community helpers and their roles. Students ask and answer questions with a partner or teacher playing the role of a community helper. For example, "What is your job?" and the helper responds, "I am a teacher. I teach students."

Suggested Unit Vocabulary

Time and Calendar	Community Places & Helpers	Celebrations & Culture	Needs and Wants	Maps & Positional Language	Geography
Time Clock Hour Minute Second Morning Afternoon Night Day Week Month Year Today Yesterday Tomorrow Calendar Evening Date Season (e.g., winter, spring, summer, fall)	School Library Hospital Park Store Fire Station Police Station Post Office Restaurant Community Teacher Doctor Nurse Firefighter Police Officer Principal Bus Driver Cleaner Cook	Holiday Celebrate Tradition Family Food Gift Party Birthday Christmas Easter Ramadan Eid Hanukkah Diwali New Year Festival Culture	Need Want Food Water Clothes Shelter Toys Books House Car Snack Tissue Band Aid	Map Country State City Street Direction North South East West Near Far Next to Behind In front of On Under Above Below	Earth Continent Ocean River Mountain Desert Forest Lake Island Country State City Village

