Little Egg Harbor School District Curriculum Guide

English as a Second Language (ESL): Kindergarten

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BOE APPROVAL DATE: 08/19/2025

Grade: Kindergarten	**Content Area:** English as a Second Language

ESL K-6 LITTLE EGG HARBOR SCHOOL DISTRICT

New Jersey's English Language Development Standards, the WIDA Standards, address the knowledge and skills needed by Multilingual Learners MLs in grades pre-k through 12 to succeed linguistically and in academic content areas. They reflect the social and academic language expectations of MLs in grades PreK-12. These standards were adopted by New Jersey in order to meet the requirements of the federal No Child Left Behind Act (Title III), which states that MLs must meet the same challenging standards that all students are expected to meet. These standards integrate both language and academic content in four language domains – listening, speaking, reading, and writing. They are divided into five grade level clusters (K, 1, 2-3, 4-5, 6) and five English language proficiency levels with both formative and summative frameworks. This ESL Curriculum reflects the full implementation of the New Jersey Student Learning Standards and WIDA Standards in English as a Second Language. These standards, which are aligned to the ACCESS for ELLs proficiency test, (required by Title III), can be accessed at: WIDA Main Portal.

Recommended Pacing Guide	
Unit One: Step Into School	September - October (approximately 45 days)
Unit Two: My Family and Me	November - January (approximately 45 days)
Unit Three: Visit the Farm	February - March (approximately 45 days)
Unit Four: On the Job	April - June (approximately 45 days)

Unit 1: Step Into School	**Duration:** 45 days

WIDA English Language Proficiency Standards
The WIDA English Language Proficiency (ELD) Standards
• **ELD St. 1:** English language learners communicate for Social and Instructional purposes within the school setting.
• **ELD St. 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
• **ELD St. 5:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Language Expectations by Key Language Use and Communication Mode **(adjusted for proficiency level)**

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Grade: Kindergarten	**Content Area:** English as a Second Language

- **PLD.K.INT.Dis-Org.PL3:** Understand how coherent texts *(spoken, written, multimodal)* are created around topics *(all about me)* with repetition, rhyming, and other language patterns with short sentences
- **PLD.K.INT.Dis-Coh.PL3:** Understand how ideas are connected across a whole text through repetitive words and phrases across a text *(Brown bear, brown bear, what do you see?)
- **PLD.K.INT.Dis-Den.PL3:** Understand how ideas are elaborated or condensed through frequently used multi word noun groups *(my favorite book)*
- **PLD.K.INT.Sent-GC.PL3:** Understand how meanings are extended or enhanced through chunks of language *(sat in her chair, jumps on her bed)*
- **PLD.K.INT.WP-Prec.PL3**:
  Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through frequently used words and phrases in familiar contexts *(time to clean up)*
- **PLD.K.INT.WP-Prec.PL3:** Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through frequently used words and phrases in familiar contexts *(time to clean up)*
- **PLD.K.EXP.Dis-Org.PL3:** Create coherent texts *(spoken, written, multimodal)* using short sentences linked together to convey an intended purpose *(and, then)
- **PLD.K.EXP.Dis-Coh.PL3:** Connect ideas across a whole text through a few frequently used cohesive devices *(repetition: this leaf is red, this leaf is yellow)*
- **PLD.K.EXP.Dis-Den.PL3:** *Elaborate or condense ideas through simple types of elaboration *(newly learned single nouns)*
- **PLD.K.EXP.Sent-GC.PL3:** Extend or enhance meanings through sentence fragments *(cats and dogs)*
- **PLD.K.EXP.WP-Prec.PL3:** Create precise meanings through everyday, cross-disciplinary, and technical language with few frequently used words and phrases with emerging precision *(lunch time, morning meeting)

Interdisciplinary Connections

- **6.1.2 CivicsPR.1**: Determine what makes a good rule or law

Language Arts Standards

- **RL.CR.K.1** With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RL.CT.K.8.** With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

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- **RI.CT.K.8.** With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

- **SL.PE.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **SL.ES.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Computer Science and Design Thinking

- **8.1.2.NI.1:** Model and describe how Individuals use computers to connect to other individuals, places, information and ideas through a network.
- **8.2.2.ED.1:** Communicate the function of a product or device.
- **8.2.2.ED.2:** Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.

Evidence of Student Learning

Formative Tasks:
- Student participation
- Ongoing observations
- Anecdotal records
- Student performance checklist
- Listening in on student conversations
- Matching labels/pictures
- Teacher observations
- Discussions
- Retellings
- Read alouds with fluency
- Entry/Exit tickets
- Group/Pair activities
- Checklists
- Progress Monitoring

Alternative Assessments:
- Recite songs and chants
- Rubric
- Presentations
- Journal entries
- Projects
- Writing samples

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Summative Assessments:	**Benchmark Assessments:**
● Sequential Language Story Summaries ● Student Performance Checklist ● Vocabulary Assessments ● Projects ● Writing Samples	● Unit Tests ● Progress Reports

Knowledge & Skills	
Enduring Understandings: ● Language is a multifaceted, multi-layered system of communication. ● Language learning involves taking risks and learning from one's mistakes. ● The importance of unit content to enhance successful educational experiences.	**Essential Questions:** ● What language will I need to successfully communicate in my new school? ● What are the important places with the school? ● What do we do in school? ● What/who do we see in school? ● What are classroom and school rules?
Learning Objectives	
Learning Objectives: ● Students will acquire and utilize grade level vocabulary. ● Students will learn to utilize high frequency words. ● Students will participate in discussions by asking and answering questions. ● Students will label unit vocabulary and high frequency words. ● Students will develop phonological awareness: isolate a word, match initial sounds, identify rhyming words.	

Core Instructional & Supplemental Materials	
Suggested Activities/Resources: ● Listen to, identify and write names of school objects, people and activities. ● Construct and choral/echo read Take-Home Books utilizing high frequency words: *a, the, this, is*. ● Participate in songs to develop and demonstrate vocabulary meaning. ● Heggerty ● Fundations ● Reach - National Geographic Cengage	**Varied Levels of Text:** ● Keisha Ann Can! By Daniel Kirk ● School Tools by Juan Lopez ● School Places by Soo Yee ● Classroom Fun ● School Days

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Suggested Accommodations

Multilingual Learners:

- Extend time requirements
- Adjust assignment requirements
- Provide optimal seating that best accommodates the needs of the student
- Assign a peer student for support and tutoring
- Providing verbal praise and or immediate feedback
- Use concrete language for reinforcement
- Check often for understanding and review
- Plan cooperative learning experiences
- Introduce new vocabulary in context
- Limit the number of vocabulary items
- Use speech that is appropriate for students' language proficiency
- Make the explanation of the task clear using a step-by-step manner with visuals
- Allow ample wait time for responses
- Opportunities for clarification in the native language, if possible
- Provide hands-on materials or manipulatives for student practice

Special Education/Students with Disabilities:

- Provide optimal seating that best accommodates the needs of the student
- Providing special furniture (e.g., desks, trays, carrels)
- Redirecting attention
- Simplifying directions
- Rephrasing, repeating directions
- Using a behavior modification system
- Using visual cues
- Demonstrating the task before proceeding
- Getting eye contact before giving directions
- Allowing additional processing time
- Instructing to student's level of function
- Providing verbal praise and or feedback
- Responding to behaviors consistently
- Reducing written tasks
- Breaking down tasks into manageable units
- Allowing test to be done in alternative fashions
- Extended time on tests and/or assignments
- Provide organizational aids: (folders, class notes, schedules, planners)

504 Plans:

- Follow specific students accommodations and modifications as listed in individual student 504 plan

Gifted and Talented:

- Encourage students to think about subjects in more abstract and complex ways
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Promote creativity and critical thinking

Students in Need of Academic Support:

- Make sure children feel welcome and comfortable while being discrete

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- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give a choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents
- Review of foundational skills and/or concepts.
- Providing opportunities for discussion in class.

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Follow specific student's accommodations and modifications as listed in individual student IEP or 504 plan
- Provide visuals

Unit 2: My Family and Me	**Duration:** 45 days

WIDA English Language Proficiency Standards
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• **ELD St. 5:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Language Expectations by Key Language Use and Communication Mode **(adjusted for proficiency level)**
• **PLD.K.INT.Dis-Org.PL3:** Understand how coherent texts *(spoken, written, multimodal)* are created around topics *(all about me)* with repetition, rhyming, and other language patterns with short sentences
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- **PLD.K.INT.Sent-GC.PL3:** Understand how meanings are extended or enhanced through chunks of language *(sat in her chair, jumps on her bed)*
- **PLD.K.INT.WP-Prec.PL3**:
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Interdisciplinary Connections

- **6.1.2.CivicsPR.1**: Determine what makes a good rule
- **6.1.2 Geo.SV.2:** Describe how maps are created for a specific purpose (e.g., school fire drill map, route from home to school, learning centers in the classroom)

Computer Science and Design Thinking

- **8.1.2.NI.1:** Model and describe how Individuals use computers to connect to other individuals, places, information and ideas through a network.
- **8.2.2.ED.1:** Communicate the function of a product or device.
- **8.2.2.ED.2:** Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Career Readiness, Life Literacies, and Key Skills

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Grade: Kindergarten	**Content Area:** English as a Second Language

- **9.1.2.FP.2**: Differentiate between financial wants and needs.
- **9.1.2.FP.3**: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

Evidence of Student Learning	
Formative Tasks: ● Student participation ● Ongoing observations ● Anecdotal records ● Student performance checklist ● Listening in on student conversations ● Matching labels/pictures ● Teacher observations ● Discussions ● Retellings ● Read alouds with fluency ● Entry/Exit tickets ● Group/Pair activities ● Checklists ● Progress Monitoring	**Alternative Assessments:** ● Recite songs and chants ● Rubric ● Presentations ● Journal entries ● Projects ● Writing samples
Summative Assessments: ● Unit Tests ● Sequential Language Story SUmmaries ● Student Performance Checklist ● Vocabulary Assessments ● Projects ● Writing Samples	**Benchmark Assessments:** ● Unit Tests ● Progress Reports

Knowledge & Skills	
Enduring Understandings: ● Language is a multifaceted, multi-layered system of communication. ● Language learning involves taking risks and learning from one's mistakes. ● The importance of unit content to enhance successful educational experiences.	**Essential Questions:** ● What do families do together? ● Who is in your family? ● What does your family like to eat? ● How do family members have fun together? ● What do family members look like? ● How do you feel when you do things with your family?
Learning Objectives	
Learning Objectives: ● Students will acquire and utilize grade level vocabulary. ● Students will learn to utilize high frequency words.	

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- Students will participate in discussions by asking and answering questions.
- Students will label unit vocabulary and high frequency words.
- Students will develop phonological awareness: blend syllables, match initial sounds, blend sounds.

Core Instructional & Supplemental Materials	
Suggested Activities/Resources: ● Listen to, identify and write names of family members. ● Construct and choral/echo read Take-Home Books utilizing high frequency words: *who, my, she, he*. ● Participate in songs to develop and demonstrate vocabulary meaning. ● Heggerty ● Fundations ● Reach - National Geographic/Cengage	**Varied Levels of Text:** ● Gio and His Family by George Ancona ● My Family by Mario Garcia ● Family Feelings by Tomas Gonzales ● All Kinds of Family ● We Eat Together

Suggested Accommodations

Multilingual Learners:

- Extend time requirements
- Adjust assignment requirements
- Provide optimal seating that best accommodates the needs of the student
- Assign a peer student for support and tutoring
- Providing verbal praise and or immediate feedback
- Use concrete language for reinforcement.
- Check often for understanding and review.
- Plan cooperative learning experiences.
- Introduce new vocabulary in context.
- Limit the number of vocabulary items.
- Use speech that is appropriate for students' language proficiency.
- Make the explanation of the task clear using a step-by-step manner with visuals.
- Allow ample wait time for responses.
- Opportunities for clarification in the native language, if possible.
- Provide hands-on materials or manipulatives for student practice.

Special Education/Students with Disabilities:

- Provide optimal seating that best accommodates the needs of the student
- Providing special furniture (e.g., desks, trays, carrels)
- Redirecting attention
- Simplifying directions
- Rephrasing, repeating directions
- Using a behavior modification system
- Using visual cues

Grade: Kindergarten	**Content Area:** English as a Second Language

- Demonstrating the task before proceeding
- Getting eye contact before giving directions
- Allowing additional processing time
- Instructing to student's level of function
- Providing verbal praise and or feedback
- Responding to behaviors consistently
- Reducing written tasks
- Breaking down tasks into manageable units
- Allowing test to be done in alternative fashions
- Extended time on tests and/or assignments
- Provide organizational aids: (folders, class notes, schedules, planners)

504 Plans:

- Follow specific students accommodations and modifications as listed in individual student 504 plan

Gifted and Talented:

- Encourage students to think about subjects in more abstract and complex ways
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Promote creativity and critical thinking

Students in Need of Additional Support:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give a choice to provide a sense of control
- Reinforce positive behaviors and recognize student talent
- Review of foundational skills and/or concepts
- Providing opportunities for discussion in class.

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Follow specific student's accommodations and modifications as listed in individual student IEP or 504 plan
- Provide visuals

Unit 3: Visit the Farm	**Duration:** 45 days

WIDA English Language Proficiency Standards

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The WIDA English Language Proficiency (ELD) Standards
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• **ELD St. 4**: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science
• **ELD St. 5:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Language Expectations by Key Language Use and Communication Mode **(adjusted for proficiency level)**
• **PLD.K.INT.Dis-Org.PL3:** Understand how coherent texts *(spoken, written, multimodal)* are created around topics *(all about me)* with repetition, rhyming, and other language patterns with short sentences
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• **PLD.K.INT.WP-Prec.PL3**: Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through frequently used words and phrases in familiar contexts *(time to clean up)*
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dogs)*

- **PLD.K.EXP.WP-Prec.PL3:** Create precise meanings through everyday, cross-disciplinary, and technical language with few frequently used words and phrases with emerging precision *(lunch time, morning meeting)

Interdisciplinary Connections

- **6.1.2.CivicsPD.1**: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2**: Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsPR.1**: Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2:** Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

Computer Science and Design Thinking

- **8.1.2.NI.1:** Model and describe how Individuals use computers to connect to other individuals, places, information and ideas through a network.
- **8.2.2.ED.1:** Communicate the function of a product or device.
- **8.2.2.ED.2:** Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2. FI.1:** Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

Evidence of Student Learning

Formative Tasks:

- Student participation
- Ongoing observations
- Anecdotal records
- Student performance checklist
- Listening in on student conversations
- Matching labels/pictures
- Teacher observations
- Discussions
- Retellings
- Read alouds with fluency

Alternative Assessments:

- Recite songs and chants
- Rubric
- Presentations
- Journal entries
- Projects
- Writing samples

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• Entry/Exit tickets • Group/Pair activities • Checklists • Progress Monitoring	
Summative Assessments: • Unit Tests • Sequential Language Story SUmmaries • Student Performance Checklist • Vocabulary Assessments • Projects • Writing Samples	**Benchmark Assessments:** • Unit Tests • Progress Reports

Knowledge & Skills	
Enduring Understandings: • Language is a multifaceted, multi-layered system of communication. • Language learning involves taking risks and learning from one's mistakes. • The importance of unit content to enhance successful educational experiences.	**Essential Questions:** • What are animals like? • What animals live on a farm? • How do animals move? • What do animals do? • What are the names of baby animals? • What animal has (body part)?
Learning Objectives	
Learning Objectives: • Students will acquire and utilize grade level vocabulary. • Students will learn to utilize high frequency words. • Students will participate in discussions by asking and answering questions. • Students will label unit vocabulary and high frequency words. • Students will develop phonological awareness: blend syllables, match initial sounds, blend sounds.	

Core Instructional & Supplemental Materials	
Suggested Activities/Resources: • Listen to, identify and write names of farm animals. • Construct and choral/echo read Take-Home Books utilizing high frequency words: *I, like, what, has*. • Participate in songs to develop and demonstrate vocabulary meaning. • Heggerty • Fundations • Reach - National Geographic Cengage	**Varied Levels of Text:** • There's a Billy Goat in the Garden by Laurel Dee Gugler • I Like Farm Animals by Dorothy Young • Meet Farm Animals • Life on the Farm • Wings and Things by Jermaine Johnson

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Suggested Accommodations

Multilingual Learners:

- Extend time requirements
- Adjust assignment requirements
- Provide optimal seating that best accommodates the needs of the student
- Assign a peer student for support and tutoring
- Providing verbal praise and or immediate feedback
- Use concrete language for reinforcement.
- Check often for understanding and review.
- Plan cooperative learning experiences.
- Introduce new vocabulary in context.
- Limit the number of vocabulary items.
- Use speech that is appropriate for students' language proficiency.
- Make the explanation of the task clear using a step-by-step manner with visuals.
- Allow ample wait time for responses.
- Opportunities for clarification in the native language, if possible.
- Provide hands-on materials or manipulatives for student practice.

Special Education/Students with Disabilities:

- Provide optimal seating that best accommodates the needs of the student
- Providing special furniture (e.g., desks, trays, carrels)
- Redirecting attention
- Simplifying directions
- Rephrasing, repeating directions
- Using a behavior modification system
- Using visual cues
- Demonstrating the task before proceeding
- Getting eye contact before giving directions
- Allowing additional processing time
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- Reducing written tasks
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- Extended time on tests and/or assignments
- Provide organizational aids: (folders, class notes, schedules, planners)

504 Plans:

- Follow specific students accommodations and modifications as listed in individual student 504 plan

Gifted and Talented:

- Encourage students to think about subjects in more abstract and complex ways
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Promote creativity and critical thinking

Students in Need of Additional Support:

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- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
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- Give a choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents
- Review of foundational skills and/or concepts.
- Providing opportunities for discussion in class.

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
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- Follow specific student's accommodations and modifications as listed in individual student IEP or 504 plan
- Provide visuals

Unit 4: On the Job	**Duration:** 45 days

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Language Expectations by Key Language Use and Communication Mode **(adjusted for proficiency level)**
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around topics *(all about me)* with repetition, rhyming, and other language patterns with short sentences
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• **PLD.K.EXP.Dis-Org.PL3:** Create coherent texts *(spoken, written, multimodal)* using short sentences linked together to convey an intended purpose *(and, then)
• **PLD.K.EXP.Dis-Coh.PL3:** Connect ideas across a whole text through a few frequently used cohesive devices *(repetition: this leaf is red, this leaf is yellow)*
• **PLD.K.EXP.Dis-Den.PL3:** *Elaborate or condense ideas through simple types of elaboration *(newly learned single nouns)*
• **PLD.K.EXP.Sent-GC.PL3:** Extend or enhance meanings through sentence fragments *(cats and dogs)*
• **PLD.K.EXP.WP-Prec.PL3:** Create precise meanings through everyday, cross-disciplinary, and technical language with few frequently used words and phrases with emerging precision *(lunch time, morning meeting)

Interdisciplinary Connections
• **6.1.2.Geo.GI.1:** Explain why and how people, goods, and ideas move from place to place. • **6.1.2.EconEM.1:** Describe the skills and knowledge required to produce specific goods and services. • **6.1.2.EconEM.2:** Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.

Computer Science and Design Thinking
• **8.1.2.NI.1:** Model and describe how Individuals use computers to connect to other individuals, places, information and ideas through a network.

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- **8.2.2.ED.1:** Communicate the function of a product or device.
- **8.2.2.ED.2:** Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Career Readiness, Life Literacies, and Key Skills

- **9.1.2.FP.2:** Differentiate between financial wants and needs.
- **9.1.2.FP.3:** Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

Evidence of Student Learning

Formative Tasks:
- Student participation
- Ongoing observations
- Anecdotal records
- Student performance checklist
- Listening in on student conversations
- Matching labels/pictures
- Teacher observations
- Discussions
- Retellings
- Read alouds with fluency
- Entry/Exit tickets
- Group/Pair activities
- Checklists
- Progress Monitoring

Alternative Assessments:
- Recite songs and chants
- Rubric
- Presentations
- Journal entries
- Projects
- Writing samples

Summative Assessments:
- Unit Tests
- Sequential Language Story Summaries
- Student Performance Checklist
- Vocabulary Assessments
- Projects
- Writing Samples

Benchmark Assessments:
- Unit Tests
- Progress Reports

Knowledge & Skills

Enduring Understandings:
- Language is a multifaceted, multi-layered system of communication.
- Language learning involves taking risks and learning from one's mistakes.
- The importance of unit content to enhance successful educational experiences.

Essential Questions:
- What jobs can people do?
- Where can we work?
- Who works at a (place)?
- What actions are performed at jobs?
- What does a (job title) do?

Little Egg Harbor School District ESL Curriculum Guide

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Learning Objectives

Learning Objectives:

- Students will acquire and utilize grade level vocabulary.
- Students will learn to utilize high frequency words.
- Students will participate in discussions by asking and answering questions.
- Students will label unit vocabulary and high frequency words.
- Students will develop phonological awareness: blend syllables, match initial sounds, blend sounds.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Listen to, identify and write names of jobs.
- Construct and choral/echo read Take-Home Books utilizing high frequency words: *goes, to, want, be.*
- Participate in songs to develop and demonstrate vocabulary meaning.
- Heggerty
- Fundations
- Reach - National Geographic Cengage

Varied Levels of Text:

- Career Day by Anna Rockwell
- Jobs in Our Community by Julie Larson
- Jobs People Do
- All Kinds of Jobs
- What Will I Be? by Corrina Vilegas

Suggested Accommodations

Multilingual Learners:

- Extend time requirements
- Adjust assignment requirements
- Provide optimal seating that best accommodates the needs of the student
- Assign a peer student for support and tutoring
- Providing verbal praise and or immediate feedback
- Use concrete language for reinforcement.
- Check often for understanding and review.
- Plan cooperative learning experiences.
- Introduce new vocabulary in context.
- Limit the number of vocabulary items.
- Use speech that is appropriate for students' language proficiency.
- Make the explanation of the task clear using a step-by-step manner with visuals.
- Allow ample wait time for responses.
- Opportunities for clarification in the native language, if possible.
- Provide hands-on materials or manipulatives for student practice.

Special Education/Students with Disabilities:

- Provide optimal seating that best accommodates the needs of the student
- Providing special furniture (e.g., desks, trays, carrels)

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- Redirecting attention
- Simplifying directions
- Rephrasing, repeating directions
- Using a behavior modification system
- Using visual cues
- Demonstrating the task before proceeding
- Getting eye contact before giving directions
- Allowing additional processing time
- Instructing to student's level of function
- Providing verbal praise and or feedback
- Responding to behaviors consistently
- Reducing written tasks
- Breaking down tasks into manageable units
- Allowing test to be done in alternative fashions
- Extended time on tests and/or assignments
- Provide organizational aids: (folders, class notes, schedules, planners)

504 Plans:

- Follow specific students accommodations and modifications as listed in individual student 504 plan

Gifted and Talented:

- Encourage students to think about subjects in more abstract and complex ways
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Promote creativity and critical thinking

Students in Need of Additional Support:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give a choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents
- Review of foundational skills and/or concepts.
- Providing opportunities for discussion in class.

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Follow specific student's accommodations and modifications as listed in individual student IEP or 504 plan
- Provide visuals