

Moonachie School District

ESL Curriculum:

Grade Kindergarten

WIDA English Language Development (ELD) Standards

Born On: August 25, 2020

Re-Adoption: August 26, 2025

WIDA English Language Proficiency Standards

English Language Development Standard 1: English language learners communicate for **Social and Instructional** purposes within the school setting

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

Assessments

Vocabulary review responses
Sorting labels and pictures
Create a class poster
Create a Wordle
Role playing
Labels on drawings
Identifying activity in picture book illustrations
Digital book
Discussion responses
Oral responses using sentence frame
Drawings with differentiated writing responses
Create an illustrated class book
Role-plays
ACCESS for ELLs 2.0
Teachers College Running Records
Pre/Post-On-Demand Assessment

Content Area: ESL

Grade: Kindergarten

Unit 1: Where I Live, Where I Learn

Length of Time: 10 weeks

Unit Theme: By the end of this unit, students will be able to use everyday and classroom language to talk about their families and their school community. They will use key vocabulary to name and describe various family members and

the people who work at their school.

Essential Questions: Who is in my family?, How does my family help and take care of me?, Who are the people in my school?, How do people at my school help me learn and stay safe?, What makes my family and my school special to me?, How do I show kindness and respect at home and at school?, How are families and schools the same and different?

Objectives:

Listening:

- Listen to descriptions of family members and school personnel.
- Understand spoken instructions related to identifying and describing family and school roles.

Speaking:

- Orally name and describe family members and school personnel.
- Participate in discussions using social and instructional language to talk about their family and school

Reading:

- Read texts about family members and school personnel.
- Identify and understand vocabulary related to family and school from written materials

Writing:

- write descriptions of their family members and school personnel.
- Use vocabulary to create written explanations of family and school roles.

Standards:

ELD-SS.K.Inform.Interpretive Interpret informational texts in social studies by • Determining topic associated with a compelling or supporting question • Defining attributes and characteristics in relevant information

ELD-SI.K-3.Inform • Define and classify objects or concepts • Describe characteristics, patterns, or behavior • Describe parts and wholes • Sort, clarify, and summarize ideas • Summarize information from interaction with others and from learning experiences

ELD-MA.K.Inform.Interpretive Interpret mathematical informational texts (with prompting and support) by • Identifying concept or object • Describing quantities and attributes

LANGUAGE STRUCTURES

	ENTERING & EMERGING	DEVELOPING & EXPANDING
Word/Phrase Level	<p>Family members: mother, father, sister, brother, stepmother, stepfather, grandmother, grandfather, aunt, uncle, cousin, etc.</p> <p>School personnel: teacher, principal, nurse, librarian, custodian, vice principal, counselor, coach, secretary, cafeteria worker, etc.</p> <p>Simple adjectives: kind, helpful, tall, strict, smart</p> <p>Family members: mother, father, sister, brother, stepmother, stepfather, grandmother, grandfather, aunt, uncle, cousin, etc. School personnel: teacher, principal, nurse, librarian, custodian, vice principal, counselor, coach, secretary, cafeteria worker, etc.</p>	<p>Family members: mother, father, sister, brother, stepmother, stepfather, grandmother, grandfather, aunt, uncle, cousin, etc. School personnel: teacher, principal, nurse, librarian, custodian, vice principal, counselor, coach, secretary, cafeteria worker, etc.</p> <p>Descriptive adjectives: supportive, caring, hardworking, responsible, creative</p> <p>Roles: caretaker, educator, leader, mentor Phrases: hardworking man, caring person, supportive figure, responsible leader</p>
Sentence Level	<p>This is my ____.</p> <p>He/She is my ____.</p>	<p>He/She is my ____ and he/she ____."</p> <p>My ____ is ____ and ____.</p>

	<p>My ____ is ____.</p> <p>He/She is ____.</p> <p>This is the ____.</p> <p>He/She is the ____.</p> <p>The ____ is ____.</p> <p>He/She is ____.</p> <p>This is my ____ who is ____.</p>	<p>He/She is ____ because ____.</p> <p>This is the ____ who ____.- "He/She is the ____ and he/she ____.</p> <p>The ____ is ____ and ____.</p> <p>He/She is ____ because ____.</p>
Discourse Level	Have students answer "who" questions and provide one or two details about a family member or school personnel.	Have students take turns sharing a few sentences about a family member or school personnel.
RESOURCES		
ENTERING & EMERGING		DEVELOPING & EXPANDING
<p>Picture Cards with images of family members.</p> <p>Posters that show different family members and school roles with pictures and simple descriptions.</p> <p>Display these in the classroom for frequent reference.</p> <p>Lift-the-Flap Books that allow students to lift flaps to reveal information about family and school roles.</p> <p>Picture Books with simple text and clear illustrations that focus on family and school themes.</p> <p>Family and School Songs about family members and school routines.</p> <p>Songs with repetitive and simple lyrics help reinforce vocabulary.</p>		<p>Picture cards with more detailed images and descriptions. Charts that include additional details about roles and relationships.</p> <p>Use books that have more complex sentences and narratives. Examples include "The Name Jar" by Yangsook Choi or "How Do Dinosaurs Go to School?" by Jane Yolen. Choose books that discuss family and school themes and encourage students to predict, infer, and retell parts of the story.</p> <p>Use songs with more verses and varied vocabulary that describe family and school roles in more detail.</p> <p>Use apps that offer interactive storytelling, vocabulary</p>

<p>Educational Apps designed for early language learners that focus on family and school vocabulary. Create or use pre-made interactive whiteboard activities where students can drag and drop images of family members and school personnel into categories.</p> <p>Create language development matching games where students pair pictures of family members or school staff with their roles or names.</p> <p>Leveled Reading Libraries</p>	<p>games, and activities designed for developing and expanding language skills. Apps like Starfall or ABCmouse can be useful.</p> <p>Choose eBooks with interactive features that allow students to click on words or images to learn more about family and school concepts.</p> <p>Leveled Reading Libraries</p>
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Content Area: ESL	Grade: Kindergarten
Unit 2: Stories about me	Length of Time: 10 weeks
<p>Unit Theme: Students will develop an understanding that everyone's story is unique and valuable, contributing to a diverse and inclusive classroom community and that language is a powerful tool for sharing personal experiences and stories.</p>	
<p>Essential Questions: How can I use language to share information about myself? What can I learn about my classmates through their stories? How can stories help me understand and communicate my own experiences and feelings?</p>	
<p>Objectives:</p>	
<p>Listening:</p> <ul style="list-style-type: none"> - Understand and follow instructions related to classroom activities and story-telling. 	

- Listen to and comprehend stories and personal narratives shared by teachers and classmates.

Speaking:

- Share personal stories and information about themselves using basic vocabulary and sentence structures.
- Participate in class discussions and storytelling activities, expressing their ideas and experiences

Reading:

- Recognize and read sight words and vocabulary related to personal stories (e.g., family, friends, pets).
- Understand the main idea and details of illustrated stories about familiar topics.

Writing:

- Use drawings and illustrations to describe themselves, their families, and their experiences.

Standards:

ELD-SI.K-3.Narrate • Share ideas about one's own and others' lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps

ELD-LA.K.Narrate.Interpretive Interpret language arts narratives (with prompting and support) by • Identifying key details • Identifying characters, settings, and major events • Asking and answering questions about unknown words in a text

LANGUAGE STRUCTURES

	ENTERING & EMERGING	DEVELOPING & EXPANDING
Word/Phrase Level	family, friends, name, age, pet, like, play, mom, dad, happy	favorite, because, weekend, yesterday, tomorrow, school, park, friend, excited, story
Sentence Level	My name is ____."	My favorite toy is __ because __.

	<p>"I am __ years old." "I have a __." "I like to __." Hi, my name is __. I am __ years old. This is my pet __. I like to play with my __.</p>	<p>Yesterday I went to __. Tomorrow I will __. I feel __ when __. Hi, my name is __. I am __ years old. My favorite color is __ and I love to eat __. Yesterday, I went to the park with my friend __. We played on the swings and had so much fun. My favorite part was __.</p>
<p>Discourse Level</p>	<p>Have students introduce themselves to their classmates and share stories about their pets, favorite toys, etc.</p>	<p>Have students add more details to their introductions, such as their favorite color, food and experiences or daily routines.</p>
RESOURCES		
ENTERING & EMERGING		DEVELOPING & EXPANDING
<p>Picture Books Vocabulary flashcards (e.g., family, pets, colors, food) Online ESL games for basic vocabulary and sentence construction Songs and rhymes to reinforce vocabulary Audio stories with clear narration</p>		<p>Storybooks Vocabulary and sentence-building Story sequencing Interactive story creation Video resources with animated stories and</p>

Posters and charts with basic vocabulary and sentence structures Illustrated story sequences	engaging content Journals for personal storytelling Drawing materials for illustrating stories and experiences
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Content Area: ESL	Grade: Kindergarten
Unit 3: Weather	Length of Time: 10 weeks
Unit Theme: Students will understand and remember basic weather-related vocabulary, develop the ability to observe and describe the weather using appropriate vocabulary and recognize how different weather conditions affect their daily activities.	
Essential Questions: What are the different types of weather? How can we describe today's weather? What kind of weather do you like best and why? How does the weather affect what we wear and do?	
Objectives:	
<p>Listening:</p> <ul style="list-style-type: none"> - Actively listen to vocabulary, story reading, and songs about the weather. <p>Speaking:</p> <ul style="list-style-type: none"> - Use oral language using weather-related vocabulary and sentences about the weather. <p>Reading:</p> <ul style="list-style-type: none"> - Engage in reading a weather-related storybook with the teacher. <p>Writing:</p> <ul style="list-style-type: none"> - Draw and label pictures of different weather types and may keep a simple weather journal. 	
Standards:	
ELD-SC.K.Explain.Expressive Construct scientific explanations that • Describe information from observations about a	

phenomenon • Relate how a series of events causes something to happen • Compare multiple solutions to a problem

LANGUAGE STRUCTURES

	ENTERING & EMERGING	DEVELOPING & EXPANDING
WORD/PHRASE LEVEL	<p>sunny, rainy, cloudy, snowy, windy, stormy, hot, cold, hat, coat, boots, gloves, scarf, umbrella, spring, summer, fall, winter</p>	<p>It is a ____ day. I wear a _____ when it is _____. In _____, the weather is _____. Today is a _____ and _____ day. The weather today is _____ and _____. I need to wear _____ when it is _____.</p>
SENTENCE LEVEL	<p>It is _____. (sunny, rainy, cloudy, snowy, windy, stormy, hot, cold) I see _____.(sun, rain, clouds, snow, wind) I wear _____.(hat, coat, boots, gloves, scarf, umbrella) I need _____. (hat, coat, boots, gloves, scarf, umbrella) Today is _____. (sunny, rainy, cloudy, snowy, windy, stormy, hot, cold) The weather is _____.(sunny, rainy, cloudy, snowy, windy, stormy, hot, cold)</p>	<p>I wear ____ when it is _____. (hat, coat, boots, gloves, scarf, umbrella; rainy, sunny, cold, hot) When it is _____, I need _____. (rainy, sunny, cold, hot; hat, coat, boots, gloves, scarf, umbrella) In _____, the weather is _____. (spring, summer, fall, winter; sunny, rainy, hot, cold) In _____, I wear _____.(spring, summer, fall, winter; hat, coat,</p>

Content Area: ESL	Grade: Kindergarten
Unit 4: Traditions	Length of Time: 10 weeks
<p>Unit Theme: Traditions are practices or beliefs that are passed down from generation to generation. Understanding and respecting traditions helps us appreciate cultural diversity. Sharing traditions can help build connections and understanding among people. Everyone has unique traditions that are valuable and worth sharing.</p>	
<p>Essential Questions: What are traditions? Why are traditions important? How do different cultures celebrate their traditions? How can we share our own traditions with others?</p>	
Objectives:	
<p>Listening:</p> <ul style="list-style-type: none"> - Understanding and responding to simple descriptions and stories about traditions. <p>Speaking:</p> <ul style="list-style-type: none"> - Expressing ideas about their own and others' traditions using simple sentences. <p>Reading:</p> <ul style="list-style-type: none"> - Recognizing and understanding basic vocabulary related to traditions. <p>Writing:</p> <ul style="list-style-type: none"> - Writing simple sentences and labeling pictures related to traditions. 	
Standards:	
<p>ELD-LA.K.Inform.Expressive Construct informational texts in language arts (with prompting and support) that</p> <ul style="list-style-type: none"> • Introduce topic for audience • Describe details and facts <p>ELD-SC.K.Inform.Expressive Construct scientific informational texts that</p> <ul style="list-style-type: none"> • Introduce others to a topic or entity • Provide details about an entity 	
LANGUAGE STRUCTURES	

	ENTERING & EMERGING	DEVELOPING & EXPANDING
WORD/PHRASE LEVEL	celebration, family, food, music, dance, holiday, family, friend, special, favorite, big, small, happy, sad	Expanded vocabulary related to various traditions. celebration, customs, festival, tradition, culture Descriptive adjectives e.g., exciting, colorful, joyful Action verbs e.g., celebrate, share, prepare, visit
SENTENCE LEVEL	Simple sentences: "We eat cake on birthdays." Use of "I like" or "I don't like" Yes/No questions "Do you have a favorite holiday?"	Compound sentences Use of conjunctions WH-questions
DISCOURSE LEVEL	Short, simple exchanges about traditions "What do you do on holidays?" "I eat with my family." Retelling simple stories about traditions using visual aids Participating in guided group discussions with sentence starters provided by the teacher	Longer discussions about traditions, providing reasons and details Sharing personal experiences and comparing traditions Describing steps in a process related to a tradition

RESOURCES

ENTERING & EMERGING

DEVELOPING & EXPANDING

Picture Books
Short clips about family traditions
Animated stories about different cultural traditions

Process Charts
Documentaries or educational videos about various cultural traditions
Virtual field trips to museums or cultural centers

Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

Career Readiness, Life Literacies and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.

Interdisciplinary Connections

ELA

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.CI.K.2 With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

L.RF.K.1 Demonstrate understanding of the organization and basic features of print.

L.RF.K.1A Follow words from left to right, top to bottom, and page by page.

L.RF.K.1B Recognize that spoken words are represented in written language by specific sequences of letters.

L.RF.K.1C Understand that words are separated by spaces in print.

L.RF.K.1D Recognize and name all upper- and lowercase letters of the alphabet.

L.RF.K.3A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

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.PE.K.1A Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

SL.PE.K.1B Continue a conversation through multiple exchanges..

SL.II.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details

and requesting clarification if something is not understood.

SL.ES.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.AS.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Math

- K.G.A.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

Science

- K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

Social Studies

- 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.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

Visual and Performing Arts

- 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.

Modifications			
Special Education	At-Risk of School Failure	Gifted and Talented	504
Word walls Visual aides Graphic organizers Multimedia Leveled-readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
Modifications for ELLs			
Entering	Beginning	Developing	
<ul style="list-style-type: none"> ● Ask yes or no questions (i.e. Is this a question, Does this...?) ● Use "point to", "circle", "find", 	<ul style="list-style-type: none"> ● Ask students to categorize objects. ● Provide books and audiobooks with patterned sentence structure 	<ul style="list-style-type: none"> ● Ask literal questions-who, when, where, what. ● Ask questions with 1-3 	

“show me”, “draw”, “match”.

- Teach basic survival English, such as “bathroom”, “lunch”, “home”.
- Use visuals such as pictures, gestures, and pointing.
- Create “I need” cards for student to hold up when he or she needs something.
- Use a student buddy, if possible someone with the same language.

Scaffolding

Word walls

Sentence Stems

Paragraph Frames

Bilingual Dictionaries

Think Alouds

Read Alouds

Highlight key

and

pictures.

- Use a bilingual picture dictionary and have students create personal illustrated dictionaries.
- Label objects around the room and around the school in English and other languages.
- Use a student buddy, if possible someone with the same language.

word

answers.

- Ask questions with an either/or option.
- Ask students to list, name, tell, which, categorize, draw, label, or create.
- Teach explicit phonemic awareness, phonic rules, and skills. ● Provide sentence and answer frames.
- Ask the student to write a sentence or so to describe a picture.