

# **Moonachie School District**

## **ESL Curriculum:**

### **Grade 1**

*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  
Performance Checklist  
Exit questions  
Write songs  
booklet

**Content Area: ESL**

**Grade: 1st Grade**

**Unit 1:** Where I learn and Where I live

**Length of Time: 10 weeks**

Unit Theme: Students will develop a sense of responsibility and a connection to the larger world by exploring the local community and understanding its relationship to our country. When coming to a new school environment, there are resources and people we can go to for help in being successful. Social conventions help us communicate and work together with others. Academic skills and collaborative strategies help us be successful at school.

Essential Questions: What are the roles of individuals in the school, and community?, What are your rights and responsibilities?, How can we show respect for our country and our School community?, What academic skills are essential for us to be successful in the classroom?

**Objectives:**

**Listening:**

- Identify symbols, objects, or people associated with classrooms or school areas, personnel, or activities from pictures and oral statements (e.g., "Office" or "Exit").
- Locate school areas, personnel, or activities described orally with visual support (e.g., corner of the room, washroom down the hall).

**Speaking:**

- Name everyday objects depicted visually when given choices. (e.g., Is this a book or a cookie?)
- Relate multiple functions or uses of everyday objects depicted visually (e.g., "I do homework on the table and eat dinner there.")

**Reading:**

- Match illustrated words with bank of words about self.
- Identify illustrated phrases reflective of self. (e.g., "go to school," "go home")

**Writing:**

- Trace, copy, or produce words about self using models and pictures.
- Make lists for varying personal purposes using models and pictures. (e.g., needed school supplies)
- Compose personal messages for friends using models and pictures.

**Standards:**

ELD-LA .1 .Inform .Interpretive Interpret informational texts in language arts by • Identifying main topic and/or entity and key details • Asking and answering questions about descriptions of attributes and characteristics • Identifying word choices in relation to topic or content area

ELD-LA .1 .Inform .Expressive Construct informational texts in language arts that • Introduce and define topic and/or entity for audience • Describe attributes and characteristics with facts, definitions, and relevant details

**LANGUAGE STRUCTURES**

	<b>ENTERING &amp; EMERGING</b>	<b>DEVELOPING &amp; EXPANDING</b>
<b>Word/Phrase Level</b>	backpack, classroom, cafeteria, library, bathroom, student, teacher, book, paper, pencil, crayon, markers, desk, glue, classroom supplies, notebook, school, library, gym, cafeteria, main office, friends, help, like, don't like, have, want	solve, think, question, answer, recess, principal, responsible, respect, citizen, cooperate, participate, problem
<b>Sentence Level</b>	The teacher is _____ I am in _____ I live in _____ I like to _____ My favorite _____ is _____.	I think the teacher is _____ because _____ My favorite _____ is because _____ I like to _____ because _____ I live with my _____ and _____

<p style="text-align: center;"><b>Discourse Level</b></p>	<p>Students will react positively to the use of repetitive chunks of meaning across a text (Brown bear, brown bear, what do you see?)</p> <p>Students will tMultilingual Learners stories around topics (all about pandas) with short sentences</p>	<p>Have students share multiple types of cohesive devices (synonyms, antonyms, (We are all alike. We are all different.)</p> <p>an increasing number of words and phrases (TMultilingual Learners me about your picture on the left.)</p>
<b>RESOURCES</b>		
<b>ENTERING &amp; EMERGING</b>		<b>DEVELOPING &amp; EXPANDING</b>
<ul style="list-style-type: none"> <li>● <b>Family Member Photo Cards with Short Descriptions</b> Include labels with adjectives (e.g., “helpful aunt,” “younger cousin”) and brief phrases describing each person’s role in the family.</li> <li>● <b>Role-Themed Classroom Posters</b> Posters showing family and school roles with expanded descriptions, simple sentences, and related vocabulary (e.g., “The principal leads the school and helps everyone learn safely.”).</li> <li>● <b>Interactive Lift-the-Flap Readers</b> Students lift flaps to reveal short informational sentences about what each family or school member does,</li> </ul>		<ul style="list-style-type: none"> <li>● <b>Family Biography Cards</b> Students create or analyze cards describing family members with extended sentences, personality traits, cultural backgrounds, and responsibilities.</li> <li>● <b>Analytical Role Posters</b> Posters that explain how different roles support the family or school community. Students compare roles (e.g., “How does a nurse’s role differ from a teacher’s?”).</li> <li>● <b>Cause-and-Effect Lift-the-Flap Books</b> Flaps reveal explanations of how family or school members help solve problems (“When the sink breaks, the</li> </ul>

encouraging reading for meaning.

- **Narrative Picture Books**

Books with slightly more complex storylines about families and school communities, including dialogue and rich illustrations.

- **Themed Family & School Songs**

Songs incorporating varied vocabulary, action verbs, and short sentence patterns to reinforce language through rhythm and movement.

- **Early Learning Language Apps with Mini-Tasks**

Apps that include labeling, sorting, and matching tasks focused on family and school roles, plus simple audio models for pronunciations.

- **Drag-and-Drop Role Identification Activities**

Students drag images into categories (family, school, home, community) and explain why each item belongs there using short sentences.

- **Matching & Sorting Games**

Games where students match pictures to names and roles, then sort them by categories such as “helpers,” “relatives,” or “school staff.”

custodian fixes it so the school stays safe.”).

- **Complex Narrative or Informational Picture Books**

Texts exploring diverse family structures, school systems, or community helpers, prompting discussions about cultural differences and responsibilities.

- **Songs with Advanced Vocabulary & Storylines**

Music introducing sequencing words (first, next, finally), descriptive vocabulary, and more sophisticated concepts about routines and relationships.

- **Multistep Educational Apps**

Apps that require students to complete multi-step tasks—categorizing, sequencing daily routines, or creating digital family trees with captions.

- **Interactive Whiteboard Role-Play Scenarios**

Digital activities where students assign roles, create dialogues, solve problems (e.g., “Who should help if the class pet is missing?”), and explain their thinking.

- **Strategic Matching & Classification Games**

Students match roles to detailed responsibilities, group them by function (e.g., caregivers, educators, service providers), and justify their classifications in full sentences.

<b>Content Area: ESL</b>	<b>Grade: 1st Grade</b>
<b>Unit 2: Stories about my family and me</b>	<b>Length of Time: 10 weeks</b>
Unit Theme: People come from different parts in the world and live in different ways Families have different celebrations that demonstrate their values and culture.	
Essential Questions: Who is in my family, and what makes my family special?, What stories can I tell about myself and the people I love?, How do families help and take care of one another?, How do I know who I am and where I belong?, What important routines and traditions do I share with my family?	
<b>Objectives:</b>	
<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>- Match pictures to sentences read aloud.</li> <li>- Sequence pictures of stories read aloud by beginning, middle, and end.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>- Narrate main events of plot sequences in given time frames of picture books or illustrated short stories.</li> <li>- Name characters and/or settings of stories from picture books.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- Associate letter sounds (at beginning, middle, or end of words) with familiar pictures in context.</li> <li>- Identify words with phonetic variation in illustrated phrases or sentences (e.g., words with silent leers).</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- Reproduce illustrated word pairs by families (e.g., cat, hat).</li> <li>- Create fictional stories using word families.</li> </ul>	
<b>Standards:</b>	
ELD-LA .1 .Narrate .Interpretive Interpret language arts narratives by • Identifying a central message from key details • Identifying how character attributes and actions contribute to an event • Identifying words and phrases	

that suggest feelings or appeal to the senses

ELD-LA .1 .Narrate .Expressive Construct language arts narratives that • Orient audience to story • Develop story events • Engage and adjust for audience

**LANGUAGE STRUCTURES**

	<b>ENTERING &amp; EMERGING</b>	<b>DEVELOPING &amp; EXPANDING</b>
<b>Word/Phrase Level</b>	transition words (first, next, after that, finally, later on) of, to, green, with, white, blue, our, father, mother, brother, sister, grandfather, grandmother, family.	sibling, resolution, beginning, middle , end Adopt, Foster Family, Mixed-race family, Single-parent family, Guardian, Same-sex family, Divorce
<b>Sentence Level</b>	I am_____. I am _____years old. I like _____. I can _____. I felt _____when _____happened." I learned _____from my story. One day, _____and I _____. During _____, we went to _____and _____. I was happy/sad when _____because_____. When _____saw _____,we _____. _____	One Sunny day_____ Yesterday _____ I was_____ The first thing I remembered_____ One story I can remember about____

<p style="text-align: center;"><b>Discourse Level</b></p>	<p>For each sentence starter, encourage students to expand their responses using simple vocabulary and basic sentence structures. As part of your lesson plan, you can guide them in creating short personal narratives using these sentence starters. You can also incorporate visual aids, gestures, and group activities to make the learning experience engaging and interactive.</p>	<p>Have students describe the setting in detail to help readers/listeners visualize. Use a variety of sentence structures to add interest and conclude by having students provide a reflective statement.</p>
<b>RESOURCES</b>		
<b>ENTERING &amp; EMERGING</b>		<b>DEVELOPING &amp; EXPANDING</b>
<p>Use books with repetitive sentence patterns and dialogue for students to read along.</p> <p>Incorporate interactive questions: “What do you think will happen next?” or “How is this family member like yours?”</p> <p>Include diverse family structures to reflect multiple cultures and perspectives.</p> <p>Have students retell the story using props, puppets, or drawings to reinforce comprehension and speaking skills.</p>		<p>Vocabulary and Sentence-Building</p> <p>Use picture cards, digital slides, or comic strips for students to arrange events in logical order.</p> <p>Interactive Story Creation</p> <p>Video Resources with Animated Stories</p> <p>Journals for Personal Storytelling</p>



<b>Content Area: ESL</b>	<b>Grade: 1st Grade</b>
<b>Unit 3: Animal and Plant Biospheres</b>	<b>Length of Time: 10 weeks</b>
<p>Unit Theme: Living things grow and change physically and mentally. Living and non-living things go through different changes. Situations can change depending on the needs of people/ living things. Living things survive because they help each other. Living things grow and develop in a life cycle. There is a food chain that we all belong to.</p>	
<p>Essential Questions: Why and how do living things change?, What are the differences between the changes in living and non-living things?, How could a situation change and what would its effects be?, How do living things help each other?, What are the different ways that living things grow and develop?, How are living things connected?</p>	
<b>Objectives:</b>	
<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>- Identify living organisms from symbols, photographs, graphs, or charts with labels</li> <li>- Classify living organisms (e.g., birds or mammals) by using pictures, icons, and text with graphic organizers (e.g. T chart).</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>- Use words or phrases related to animals or plants from pictures or photographs (e.g., "fish live in water").</li> <li>- Ask questions about animals or plants from pictures or photographs</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- Complete graphs or charts using pictures, icons, and text related to living organisms.</li> <li>- Respond to questions about graphs or charts related to living organisms using icons and text.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- Identify changes according to stages of processes or cycles using drawings, words, or phrases. (e.g., from seeds to plants or from caterpillars to butterflies)</li> <li>- Describe change in processes or cycles depicted in visuals using phrases and short sentences.</li> </ul>	

**Standards:**

ELD-SC.1.Explain.Interpretive Interpret scientific explanations by • Defining investigable questions or simple design problems based on observations and data about a phenomenon • Analyzing several events and observations to help explain how or why a phenomenon occurs • Identifying information from observations (that supports particular points in explanations)

ELD-SC.1.Explain.Expressive Construct scientific explanations that • Describe observations and/or data about a phenomenon • Relate how a series of events causes something to happen • Compare multiple solutions to a problem

**LANGUAGE STRUCTURES**

	<b>ENTERING &amp; EMERGING</b>	<b>DEVELOPING &amp; EXPANDING</b>
<b>WORD/PHRASE LEVEL</b>	Animal, Plant, Bird, Fish, Mammal, Insect, Butterfly, Caterpillar, Seed, Tree, Flower, Grass, Eat, Grow, Sleep, Fly, Swim, Crawl, Hop, Change, Live	Consume, Develop, Rest, Migrate, Hatch, Transform, Emerge, Survive, Adapt, Move
<b>SENTENCE LEVEL</b>	<p>A living thing is_____</p> <p>I observe that _____have_____(characteristic )because _____.</p> <p>I learned that _____</p> <p>Plant and animal both have _____</p>	<p>An example of birds is_____</p> <p>I know _____ is a bird, because_____ The data shows that _____,</p> <p>What I learned about plants and animals are _____.</p>

	First, I _____. Then, I _____. Finally, I _____.	Like the plants, the animals also _____. Some similarities between the plants and animals include _____ Some characteristics of __ are __.
<b>DISCOURSE LEVEL</b>	Discuss Ideas where students can respond with words, pictures, phrases, and chunks of language (flowers and trees)  Social instructional language; non-fiction informational text and/or short videos containing content area vocabulary and simple sentences; stating thoughts and opinions	Use scientific tools to gather, analyze, and interpret data.  Describe the development of plants and animals.
<b>RESOURCES</b>		
<b>ENTERING &amp; EMERGING</b>		<b>DEVELOPING &amp; EXPANDING</b>
<ul style="list-style-type: none"> <li>● Word Maps</li> <li>● Graphic Organizer</li> <li>● Videos</li> </ul>		<a href="#">Introduction to Scientific Method</a>  <b>Study and illustrate life cycles and webs.</b>

<ul style="list-style-type: none"> <li>• Authentic readings</li> <li>• Listening activities</li> </ul> <p>Brainpop Jr Brainpop ESL</p> <p><a href="#">Magic School Bus Hops Home</a> <a href="#">Brief Tour of San Diego Zoo</a> <a href="#">We're Going to the Zoo/Children Love to Sing Kids</a> <a href="#">Animal Song</a></p>	<p><b>Journal Writing</b></p> <p><b>Maintain a science journal.</b></p> <p><b>Apply scientific method: Use science logs to write down observations about experiments.</b></p> <p><b>Compare/contrast features of scientific objects through writing.</b></p> <p><b>Describe the life cycle.</b></p> <p><b>Brainpop Jr</b> <b>Brainpop ESL</b></p>
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<b>Content Area: ESL</b>	<b>Grade: 1st Grade</b>
<b>Unit 4: Our Celebrations</b>	<b>Length of Time: 10 weeks</b>
<p>Unit Theme: Families are unique. Families have different celebrations that demonstrate their values and culture. Explore traditional celebrations. Compare and contrast American and other cultural traditions. Explain why it is important to understand diverse people, ideas, and cultures.</p>	
<p>Essential Questions: How do we get information about our families?, What happened in the past?, What remains the same?, Why should we study other cultures?, What are some celebrations from our culture?, Why are holidays</p>	

important to families?, How are people different?

**Objectives:**

**Listening:**

- Match labeled pictures with illustrated celebrations or customs in U.S. or internationally

**Speaking:**

- Explain the importance of celebrations from illustrated scenes.

**Reading:**

- Sort labeled pictures according to celebrations or customs in the U.S.A or internationally.
- Compare/contrast explicit information about celebrations or customs in the U.S. or internationally from illustrated text.

**Writing:**

- Describe celebrations from illustrated examples

**Standards:**

ELD-SS.1.Argue.Interpretive Interpret social studies arguments by • Identifying topic • Analyzing evidence gathered from source • Evaluating source based on distinctions between fact and opinion  
ELD-SS.1.Argue.Expressive Construct social studies arguments that • Introduce topic • Select relevant information to support claim with evidence • Show relationship between claim, evidence and reasoning

**LANGUAGE STRUCTURES**

	<b>ENTERING &amp; EMERGING</b>	<b>DEVELOPING &amp; EXPANDING</b>
<b>WORD/PHRASE LEVEL</b>	Celebration, Holiday, Party, Family, Friends, Food, Music, Dance, Gift / Present, Cake,Balloons, Decorations,Lights,Parade, Card,	Host, Guest, Family members, Friend, Community, Tradition, Culture, Custom, Ceremony Celebration meal / Feast, Symbol,

	Tradition, Special, Happy, Invite, Together	Event, Costume, Heritage, Festival activities, Decoration materials
<b>SENTENCE LEVEL</b>	<p>In my family we _____</p> <p>Every year we _____</p> <p>I like to celebrate _____</p> <p>My _____ celebration is _____</p>	<p>we get _____ with my _____ to _____ My best _____ tradition is _____ because _____.</p> <p>The best thing about _____ is _____ because _____</p>
<b>DISCOURSE LEVEL</b>	<p>patterned language with repetitive words, phrases, and sentences</p> <p>repetitive chunks of meaning across a text (Brown bear, brown bear, what do you see?)</p>	<p>a few different types of cohesive devices (repetition, pronoun referencing, etc.)</p> <p>some frequently used cohesive devices (demonstratives: these, those, that, this)</p>
<b>RESOURCES</b>		
<b>ENTERING &amp; EMERGING</b>		<b>DEVELOPING &amp; EXPANDING</b>
My Family by Sheila Kinkade		<a href="http://teacher.scholastic.com/fieldtr">hp://teacher.scholastic.com/fieldtr</a>

**Who's Who in my Family** by Loreen Leedy

**A Chair for my Mother** by Vera B. Williams

National Geographic Readers (Apples,

Seasons, etc.) **All kinds of Families** by Mary

Ann Hoberman

Brainpop Jr

Brainpop ESL

<http://www.edhelper.com/language/>

<http://www.graphic.org/>

<http://www.edhelper.com/teachers/>

<http://www.internet4classrooms.co/>

Brainpop Jr

Brainpop ESL

### 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

**SL.PE.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.** 🌱

[SL.PE.1.1.A](#) Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

[SL.PE.1.1.B](#) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

[SL.PE.1.1.C](#) Ask questions to clear up any confusion about the topics and texts under discussion.

#### 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.

<b>Modifications</b>			
<b>Special Education</b>	<b>At-Risk of School Failure</b>	<b>Gifted and Talented</b>	<b>504</b>
Word walls Visual aides Graphic organizers	Teacher tutoring Peer tutoring Study guides	Curriculum compacting Challenge assignments Enrichment activities	Word walls Visual aides Graphic organizers

<p>Multimedia          Leveled-readers          Assistive technology          Notes/summaries          Extended time          Answer masking          Answer eliminator          Highlighter          Color Contrast</p>	<p>Graphic organizers          Extended time          Parent communication          Modified assignments          Counseling</p>	<p>Tiered activities          Independent research/inquiry          Collaborative teamwork          Higher level questioning          Critical/Analytical thinking tasks          Self-directed activities</p>	<p>Multimedia          Leveled readers          Assistive technology          Notes/summaries          Extended time          Answer masking          Answer eliminator          Highlighter          Color contrast          Parent communication          Modified assignments          Counseling</p>
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**Modifications for ELLs**

<b>Entering</b>	<b>Beginning</b>	<b>Developing</b>
<ul style="list-style-type: none"> <li>● Ask yes or no questions (i.e. Is this a question, Does this...?)</li> <li>● Use “point to”, “circle”, “find”, “show me”, “draw”, “match”.</li> <li>● Teach basic survival English, such as “bathroom”, “lunch”, “home”.</li> <li>● Use visuals such as pictures, gestures, and pointing.</li> <li>● Create “I need” cards for</li> </ul>	<ul style="list-style-type: none"> <li>● Ask students to categorize objects.</li> <li>● Provide books and audiobooks with patterned sentence structure and pictures.</li> <li>● Use a bilingual picture dictionary and have students create personal illustrated dictionaries.</li> <li>● Label objects around the room and around the school in English</li> </ul>	<ul style="list-style-type: none"> <li>● Ask literal questions-who, when, where, what.</li> <li>● Ask questions with 1-3 word answers.</li> <li>● Ask questions with an either/or option.</li> <li>● Ask students to list, name, tell, which, categorize, draw,</li> </ul>

<p>student to hold up when he or she needs something.</p> <ul style="list-style-type: none"><li>● Use a student buddy, if possible someone with the same language.</li></ul>	<p>and other languages.</p> <ul style="list-style-type: none"><li>● Use a student buddy, if possible someone with the same language.</li></ul>	<p>label, or create.</p> <ul style="list-style-type: none"><li>● Teach explicit phonemic awareness, phonic rules, and skills.</li><li>● Provide sentence and answer frames.</li><li>● Ask the student to write a sentence or so to describe a picture.</li></ul>
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