

Lakewood Township School District Curriculum Guide

Grade: Kindergarten

Content Area: English as a Second Language

Original Adoption: 2023 NJSL English Language Arts and English as a Second Language (8-21-24); Math NJSL Mathematics (8-21-24); 2020 NJSL Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

Created By: ESL Curriculum Team

Recommended Pacing Guide

UNIT 1: Rules, Feelings, Celebrations, Weather/Seasons, Long Ago	45 days
UNIT 2: Transportation, Holidays Around the World, Body Parts, Shelter	45 days
UNIT 3: Communities and Community Helpers	45 days
UNIT 4: Wants and Needs, Economics, Pets and Responsibilities, Life Cycles, Poetry	45 days

Philosophy

The English as a Second Language curriculum is designed to prepare Multilingual language learners (MLLs) to meet the English language proficiency standards, the New Jersey Student Learning Standards, and the WIDA ELD standards. We believe an effective program model for students with limited knowledge and comprehension of English includes both ESL and sheltered instruction. Sheltered instruction is content area teaching that also includes opportunities for language development. Our teachers who use sheltered instruction in their classes teach their regular content such as math, science, social studies, health, English etc. In addition they incorporate language learning objectives that help their Multilingual language learners (MLL) students practice the language of the content area.

The curriculum incorporates the development of language, literacy and critical thinking skills for use across all subject areas. Rigor and relevance is introduced in the form of discourse, technological applications, and sociocultural contexts for language use involving interaction between the student and the language environment. ESL writing instruction is utilized as concrete evidence of individual achievement, and serves to enrich comprehension of both written and spoken language at all levels. Having a well designed curriculum, coupled with positive classroom environments, will promote students to become risk takers and will ensure all students succeed to their highest abilities.

To ensure that our children are successful and receive the best education our staff will continuously collaborate. We will develop purposeful and effective formative and summative assessments which measure growth of our curriculum and inform our instruction. Finally, we will continuously seek to grow professionally through professional development, which is aligned to statewide regulations, but specifically geared to benefit our curriculum, school, and children.

“One language sets you in a corridor for life. Two languages open every door along the way.” -Frank Smith

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Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please [click here](#) for specific examples (by subject).

UNIT 1: Rules, Feelings, Celebrations, Weather/Seasons, Long Ago

Duration: 45 days

Introduction

This unit (Book A) incorporates many different topics to align with school readiness concepts. Students will learn about family members, celebrations and communities. Students will work to count objects and identify size to describe animals. Literacy skills such as rhyming are incorporated. Map skills using weather patterns are also discussed.

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.

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- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery
- Organize integrated problem-solving simulations
- Encourage upper level intellectual behavior based on Bloom's Taxonomy

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Extra time to complete assignments/tasks
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

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Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Focus Standards

WIDA English Language Proficiency Standards

Standard 2 – The Language of Language Arts

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Standard 3 - The Language of Mathematics

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

Standard 4 – The Language of Science

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.

Standard 5 - The Language of Social Studies

- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

Reading Domain –Informational Text

- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Writing Domain

- W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
- W.NW.K.3.B. Provide limited details of experiences, events, or characters.
- W.NW.K.3.C. Provide a reaction to the experiences or events.
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening Domain

- 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.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.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language Domain

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
- L.RF.K.1.A. Follow words from left to right, top to bottom, and page by page.
- L.RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.
- L.RF.K.1.C. Understand that words are separated by spaces in print.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- L.KL.K.1A. Use frequently occurring nouns and verbs.
- L.KL.K.1.B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
- L.KL.K.1.C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- L.KL.K.1.D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- L.KL.K.1.E. Produce and expand complete sentences in shared language activities
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

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- L.VL.K.2.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- L.VL.K.2.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.VI.K.3.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.VI.K.3.B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- L.VI.K.3.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.VI.K.3.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- L.WF.K.3 Demonstrate command of the conventions of sentence composition.
- L.WF.K.3.A. Repeat a sentence, identifying how many words are in the sentence.
- L.WF.K.3.B. Write simple sentences

Interdisciplinary Connections

New Jersey Student Learning Standards: Social Studies (NJSLSS)

- 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.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains)

Next Generation Science Standards (NGSS)

- K-ESS2-1 *Earth's Systems* - Use and share observations of local weather conditions to describe patterns over time
- K-ESS3-1 *Earth and Human Activity* - Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
- K-LS1-1 *From Molecules to Organisms: Structures and Processes* - Use observations to describe patterns of what plants and animals (including humans) need to survive

Comprehensive Health and Physical Education

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

Mathematics

- K.CC.B Count to tell the number of objects.
- K.DL.A.1 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Visual and Performing Arts

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- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 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).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

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9.4 Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully

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and persevere in solving them.	consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve

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one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Role play/skits
- Turn and talk
- Draw pictures
- Discussion circle
- Participation/observations
- Questioning
- Expressive language prompt

Alternative Assessments:

- Turn and Talks
- Discussion Circles
- DOLs
- Centers
- Vocabulary Boxes
- Projects
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native

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	<p>speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example. Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubrics ● Chapter project based learning 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Chapter assessment

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Families come in many forms, and all families are unique, important, and valued. ● Animals live in different places that help them stay safe and meet their needs. ● Maps show places, help us find where things are, and help us understand our world. ● We use motion and size words to describe how things move and how big or small they are. ● People celebrate in different ways, and all celebrations help us feel connected and included. ● Our five senses help us explore, learn about, and enjoy the world around us. ● Weather changes from day to day and season to season, and climate change can affect weather patterns over time. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Who is in a family, and how are families diverse? ● Where do animals live, and why do they need different habitats? ● What can maps show us about the places where we live, learn, and travel? ● How do things move, and how can we describe their motion? ● How can we compare objects by their size and shape? ● How do people celebrate, and how do celebrations reflect culture and inclusion? ● How do our five senses help us explore the world around us? ● What kinds of weather do we experience, and how does climate change affect weather over time?
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<p>Content:</p> <p>Students will know:</p> <ul style="list-style-type: none"> ● Key family composition vocabulary (e.g., parents, siblings, grandparents, aunts, uncles). ● Roles and responsibilities within a family. ● What a holiday or celebration is and identify those observed in the local community. ● How different cultures celebrate similar needs or events. ● That a map is a drawing representing a place and a globe is a model of the Earth. 	<p>Skills:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Draw and label a picture of you and your family using the language frame “ Who is in your family”? ● Draw and label a picture of you and your family having a celebration using the language frame “ I celebrate.....” ● Role play motions and movements used in play ● Give examples of where animals live using the language frame “ A__ lives in the ____”.
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<ul style="list-style-type: none"> • The difference between land and water on a map or globe. • How to use descriptive weather words such as sunny, rainy, cloudy, windy, and snowy. • How weather changes affect daily choices, such as clothing and activities. 	<ul style="list-style-type: none"> • Draw and label a picture of weather that you experience with your five senses using the language frame “ I can__ the__” • Sort animals by size and shape • Identify parts of a map • Use weather and climate vocabulary to explain observations. • Show respect for different families, cultures, and celebrations in the classroom.
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students’ learning styles is an essential requirement.</p> <ul style="list-style-type: none"> • Cultural Realia • Make Family Tree • Push/Pull Experiments • Create tactile weather wheel • Create tactile flat map • Play Simon Says using motion words 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • Reach for the Stars Teacher’s Book • Reach for the Stars Student Book • Reach for the Stars Digital Platform: learn.eltngl.com • Me and my Family Tree • Reading A-Z • Epic! • Reading IQ • Unite for Literacy • Vooks.com • https://www.calacademy.org/educators/science-lesson-plans-for-kindergarten-and-1st-grade
<p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Wordwall • CENGAGE • National Geographic • Scholastic News 	<p>ESL Specific Resources:</p> <ul style="list-style-type: none"> • http://eslcafe.com • www.eslkidstuff.com • www.Esl-kids.com • www.brainpopjr.com • www.funenglishgames.com • www.starfall.com • www.esl4kids.com • http://www.csun.edu/~hcedu013/eslplans.html • http://iteslj.org • http://www.pdictionary.com • http://www.englishclub.com/index.htm • https://www.eslflashcards.com/ • http://www.freeeslmaterials.com/flashcards.html • https://www.colorincolorado.org/

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Introduction

Overlapping previous skills from Book A, this unit focuses on the topic of people and animals that live in different habitats and can be located using maps and also having various weather patterns. People have needs and wants that impact their lives. Early lessons of Book B focus on the concept of jobs in social studies. Other science themes include shelter, the Earth's sunlight (colors) and students will also be introduced to mathematical concepts such as shapes.

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
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Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
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504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring

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- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery
- Organize integrated problem-solving simulations
- Encourage upper level intellectual behavior based on Bloom's Taxonomy

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Extra time to complete assignments/tasks
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed

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- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Focus Standards

WIDA English Language Proficiency Standards

Standard 2 – The Language of Language Arts

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Standard 3 - The Language of Mathematics

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

Standard 4 – The Language of Science

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.

Standard 5 - The Language of Social Studies

- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

Reading Domain –Informational Text

- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Writing Domain

- W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
- W.NW.K.3.B. Provide limited details of experiences, events, or characters.
- W.NW.K.3.C. Provide a reaction to the experiences or events.
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening Domain

- 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.

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- 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.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language Domain

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
- L.RF.K.1.A. Follow words from left to right, top to bottom, and page by page.
- L.RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.
- L.RF.K.1.C. Understand that words are separated by spaces in print.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- L.KL.K.1A. Use frequently occurring nouns and verbs.
- L.KL.K.1.B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
- L.KL.K.1.C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- L.KL.K.1.D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- L.KL.K.1.E. Produce and expand complete sentences in shared language activities
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.VL.K.2.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- L.VL.K.2.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.VI.K.3.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.VI.K.3.B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- L.VI.K.3.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.VI.K.3.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- L.WF.K.3 Demonstrate command of the conventions of sentence composition.
- L.WF.K.3.A. Repeat a sentence, identifying how many words are in the sentence.
- L.WF.K.3.B. Write simple sentences

Interdisciplinary Connections

WIDA English Language Proficiency Standards

Standard 1 – Social and Instructional Language

- English language learners **communicate** for **Social** and **Instructional** purposes within the school setting

New Jersey Student Learning Standards: Social Studies (NJSL-SS)

- 6.1.2.EconET.1: Explain the difference between needs and wants
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority
- 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
- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

Next Generation Science Standards (NGSS)

- K-ESS2-1 *Earth's Systems* - Use and share observations of local weather conditions to describe patterns over time
- K-ESS3-1 *Earth and Human Activity* - Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
- K-PS3-1 *Energy* - Make observations to determine the effect of sunlight on Earth's surface

Comprehensive Health and Physical Education

- 2.1.2.PGD.3: Explain what being "well" means and identify self-care practices that support wellness.
- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.

Mathematics

- K.CC.B Count to tell the number of objects.
- K.G.A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- K.G.B. Analyze, compare, create, and compose shapes
- K.OA.A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- K.OA.A.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Visual and Performing Arts

- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 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).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4 Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

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- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Career Readiness, Life Literacies, and Key Skills Practices	
Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

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<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

Social Emotional Learning Standards
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Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others

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- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Role play/skits
- Turn and talk
- Draw pictures
- Discussion circle
- Participation/observations
- Questioning
- Expressive language prompt

Alternative Assessments:

- Turn and Talks
- Discussion Circles
- DOLs
- Centers
- Vocabulary Boxes
- Projects
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.

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	<p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubrics ● Chapter project based learning 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Chapter assessment

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● People and animals have different needs, and shelter helps keep them safe and healthy. ● Communities have many kinds of jobs, and every job is important to helping people live and work together. ● Maps help us understand places, locate objects, and observe weather patterns. ● Colors and shapes help us describe, compare, and communicate about the world around us. <p>Animals live in habitats that meet their needs for food, water, and shelter.</p> <ul style="list-style-type: none"> ● Understanding the difference between needs and wants helps us make good choices and care for resources. ● Diversity exists in people’s work, homes, cultures, and experiences, and inclusion helps everyone feel valued and supported. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What kinds of jobs do people (and pets) do in our community, and why are different jobs important? ● What are shelters, and how do they help people and animals stay safe? ● How can maps help us find places and understand weather? ● How do colors and shapes help us describe what we see? ● Where do animals live, and why do they need different habitats? ● What is the difference between a need and a want? ● How can we respect and include all people, jobs, cultures, and communities?
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<p>Content:</p> <p>Students will know:</p> <ul style="list-style-type: none"> ● Common community helpers (e.g., police officer, teacher, nurse) and describe their primary responsibilities. ● The purpose of different tools and workplaces associated with specific professions. ● Various classroom jobs (e.g., line leader, messenger) and community careers. ● Communities are diverse, and people with different backgrounds, cultures, and abilities can contribute in many ways. ● A "need" as something required for survival 	<p>Skills:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Talk about shelters using the language frame “ _____ need shelter to _____ ” ● Talk about weather using a map visual using the language frame “ At the _____, it’s _____ ” ● Discuss places animals live using the language frame “ _____ live in the _____ ” ● Talk about jobs people and pets can do ● Draw a picture of how to clean and use water using the language frame “ I learn how to _____ ”
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<p>(food, water, shelter) and a "want" as something desired but not necessary.</p> <ul style="list-style-type: none"> • How to interpret symbols on a map to locate specific physical or human features • Shelters provide protection from weather, predators, and other environmental dangers. 	<ul style="list-style-type: none"> • Show respect and inclusion when learning about different families, jobs, cultures, and abilities.
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> • Cultural Realia • Use realia to sort needs/wants • Dress up as different community helpers • Match animals to their homes with picture puzzles • Create habitat dioramas • Play Dress the Bear. Use appropriate clothing to match weather patterns • Use various mediums (paint, pipe cleaners, cereal, etc) to make rainbows 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • Reach for the Stars Teacher's Book • Reach for the Stars Student Book • Reach for the Stars Digital Platform: learn.eltnql.com • Reading A-Z • Epic! • Reading IQ • Unite for Literacy • Vooks.com • https://www.calacademy.org/educators/science-lesson-plans-for-kindergarten-and-1st-grade
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<p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Wordwall • CENGAGE • National Geographic • Scholastic News 	<p>ESL Specific Resources:</p> <p>http://eslcafe.com www.eslkidstuff.com www.Esl-kids.com www.brainpopjr.com www.funenglishgames.com www.starfall.com www.esl4kids.com http://www.csun.edu/~hcedu013/eslplans.html http://iteslj.org http://www.pdictionary.com http://www.englishclub.com/index.htm https://www.eslflashcards.com/ http://www.freeeslmaterials.com/flashcards.html https://www.colorincolorado.org/</p>
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UNIT 3: Communities and Community Helpers	Duration: 45 days
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Introduction

This unit carries over skills in Book B such as directional words in geography, mathematical skills in addition, jobs in the science world and how to care for the environment. Book C begins with reinforcing previous science terms for force/motion. Social studies topics include chronology and economics. Literacy skills such

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as synonyms are introduced as well as mathematical concepts like size comparisons and shapes.

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group

- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery
- Organize integrated problem-solving simulations
- Encourage upper level intellectual behavior based on Bloom's Taxonomy

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Extra time to complete assignments/tasks
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

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- RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Writing Domain

- W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
- W.NW.K.3.B. Provide limited details of experiences, events, or characters.
- W.NW.K.3.C. Provide a reaction to the experiences or events.
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Speaking and Listening Domain

- 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.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.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support,

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provide additional detail.

- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language Domain

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
- L.RF.K.1.A. Follow words from left to right, top to bottom, and page by page.
- L.RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.
- L.RF.K.1.C. Understand that words are separated by spaces in print.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- L.KL.K.1.A. Use frequently occurring nouns and verbs.
- L.KL.K.1.B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
- L.KL.K.1.C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- L.KL.K.1.D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- L.KL.K.1.E. Produce and expand complete sentences in shared language activities
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.VL.K.2.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- L.VL.K.2.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.VI.K.3.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.VI.K.3.B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- L.VI.K.3.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.VI.K.3.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- L.WF.K.3. Demonstrate command of the conventions of sentence composition.
- L.WF.K.3.A. Repeat a sentence, identifying how many words are in the sentence.
- L.WF.K.3.B. Write simple sentences

Interdisciplinary Connections

WIDA English Language Proficiency Standards

Standard 1 – Social and Instructional Language

Lakewood Township School District Curriculum Guide

Grade: Kindergarten

Content Area: English as a Second Language

- English language learners **communicate** for **Social** and **Instructional** purposes within the school setting

New Jersey Student Learning Standards: Social Studies (NJSLSS)

- 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.
- 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

Next Generation Science Standards (NGSS)

- K-PS2-2 *Forces and Motion*
 - Pushes and pulls can have different strengths and directions.
 - Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.
- K-ESS3-3 Earth and Human Activity - Communicate solutions that will reduce the impact of humans on the land, water, air and/or other living things in the local environment

Comprehensive Health and Physical Education

- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
- 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.
- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).

Mathematics

- K.CC.B Count to tell the number of objects.
- K.G.A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- K.G.B. Analyze, compare, create, and compose shapes

Visual and Performing Arts

- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

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- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 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).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4 Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Career Readiness, Life Literacies, and Key Skills Practices

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Grade: Kindergarten	Content Area: English as a Second Language
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<p>Act as a responsible and contributing community member and employee.</p>	<p>Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>
<p>Attend to financial well-being.</p>	<p>Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</p>
<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>
<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each</p>

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	step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways

Lakewood Township School District Curriculum Guide

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- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> • Role play/skits • Turn and talk • Draw pictures • Discussion circle • Participation/observations • Questioning • Expressive language prompt 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Turn and Talks • Discussion Circles • DOLs • Centers • Vocabulary Boxes • Projects • ChatterPix • Flipgrid <p>Student Assessment Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example. Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Rubrics • Chapter project based learning 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • Chapter assessment

Knowledge & Skills

Lakewood Township School District Curriculum Guide

Grade: Kindergarten

Content Area: English as a Second Language

Enduring Understandings:

- Directional words help us describe where people and objects are located in our world.
- Scientists ask questions, investigate, and work in many different ways to help communities and protect the planet.
- Caring for the environment helps keep Earth healthy, especially as climate change affects our land, air, and water.
- Push and pull forces affect how objects move and change speed.
- Buying and selling goods helps people meet their needs and connect with others in the community.
- Shapes—both 2D and 3D—appear in the world around us and help us recognize and build objects.
- Synonyms help us understand and use richer vocabulary to express ideas.
- Diversity and inclusion help us value different cultures, jobs, ideas, and ways of helping our environment.

Essential Questions:

- How do directional words help us describe where something is?
- What do scientists do, and why are there many kinds of scientists?
- How can we take care of the environment, and why is it important during climate change?
- How do pushes and pulls change how objects move?
- How does buying and selling help people in a community?
- How can we find and use 2D and 3D shapes in real life?
- How do synonyms help us communicate better?
- How can we respect diverse ideas, people, and solutions that help our world?

Content:

Students will know:

- Force is defined as a push (moving an object away) or a pull (moving an object closer).
- Basic 2D and 3D shapes and recognize common examples of each
- Use positional vocabulary (e.g., above, below, beside, behind, in front of, between) to describe the location of objects.
- How to follow and give multi-step directions using specific spatial terms (e.g., "Put the book next to the lamp").
- How to identify pairs of synonyms in text or speech (e.g., "big" and "large", "fast" and "quick")
- Communities are diverse, and everyone can help protect the environment and participate in buying/selling activities.
- How to use transitional words (e.g., first, next, then, last) to describe the order of events.
- People "buy" things they need or want by giving money and "sell" things to earn money.

Skills:

Students will be able to:

- Discuss how people/objects can move using the language frame "You can kick a ball _____ to make it _____"
- Discuss speed using comparison words (ex: slow, slower, slowest)
- Apply synonyms in spoken language using the language frame "Another word for _____ is _____"
- Apply to use of 2D/3D shapes in real life using the language frame "A _____ looks like a _____"
- Role play the act of buying/selling within a market using sequence words
- Describe a scientist's job
- Provide examples of how to take care of the environment/smart choices using the language frame "I learn how to _____"
- Use inclusive language when discussing jobs, scientists, environmental helpers, and community members from diverse backgrounds.

Core Instructional & Supplemental Materials

Lakewood Township School District Curriculum Guide

Grade: Kindergarten	Content Area: English as a Second Language
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<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Cultural Realia ● Use realia (pretend food) to role play a Farmer's market ● Use attribute blocks to make pictures/objects ● Push/Pull Activities ● Explore synonym puzzles ● Play Simon Says using directional words ● Dress up like a scientist 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Reach for the Stars Teacher's Book ● Reach for the Stars Student Book ● Reach for the Stars Digital Platform: learn.eltngl.com ● Reading A-Z ● Epic! ● Reading IQ ● Unite for Literacy ● Vooks.com
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<p>Supplemental Resources:</p> <ul style="list-style-type: none"> ● Wordwall ● CENGAGE ● National Geographic ● Scholastic News 	<p>ESL Specific Resources:</p> <p>http://eslcafe.com</p> <p>www.eslkidstuff.com</p> <p>www.Esl-kids.com</p> <p>www.brainpopjr.com</p> <p>www.funenglishgames.com</p> <p>www.starfall.com</p> <p>www.esl4kids.com</p> <p>http://www.csun.edu/~hcedu013/eslplans.html</p> <p>http://iteslj.org</p> <p>http://www.pdictionary.com</p> <p>http://www.englishclub.com/index.htm</p> <p>https://www.eslflashcards.com/</p> <p>http://www.freeeslmaterials.com/flashcards.html</p> <p>https://www.colorincolorado.org/</p>
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UNIT 4: Wants and Needs, Economics, Pets and Responsibilities, Life Cycles, Poetry	Duration: 45 days
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Introduction

The unit concludes Book C with social studies topics such as Present Day/Long Ago and Citizenship (Responsibility) along with science concepts like animal body parts. Literacy skills are promoted through poetry.

Suggested Accommodations

- Multi Language Learners:**
- Flexible/Cooperative Grouping
 - Visuals (Board and handouts)
 - Flashcards (Digital and paper)
 - Alternative assessment
 - Flexible/cooperative grouping
 - Graphic organizers

Lakewood Township School District Curriculum Guide

Grade: Kindergarten

Content Area: English as a Second Language

- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Lakewood Township School District Curriculum Guide

Grade: Kindergarten

Content Area: English as a Second Language

- Organize integrated problem-solving simulations
- Encourage upper level intellectual behavior based on Bloom's Taxonomy

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Extra time to complete assignments/tasks
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Focus Standards

WIDA English Language Proficiency Standards

Standard 2 – The Language of Language Arts

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Standard 3 - The Language of Mathematics

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

Standard 4 – The Language of Science

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.

Standard 5 - The Language of Social Studies

- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

Reading Domain –Informational Text

- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Writing Domain

- W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
- W.NW.K.3.B. Provide limited details of experiences, events, or characters.
- W.NW.K.3.C. Provide a reaction to the experiences or events.
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening Domain

- 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.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.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language Domain

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
- L.RF.K.1.A. Follow words from left to right, top to bottom, and page by page.
- L.RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.

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Grade: Kindergarten

Content Area: English as a Second Language

- L.RF.K.1.C. Understand that words are separated by spaces in print.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- L.KL.K.1A. Use frequently occurring nouns and verbs.
- L.KL.K.1.B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
- L.KL.K.1.C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- L.KL.K.1.D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- L.KL.K.1.E. Produce and expand complete sentences in shared language activities
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.VL.K.2.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- L.VL.K.2.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.VI.K.3.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.VI.K.3.B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- L.VI.K.3.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.VI.K.3.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- L.WF.K.3 Demonstrate command of the conventions of sentence composition.
- L.WF.K.3.A. Repeat a sentence, identifying how many words are in the sentence.
- L.WF.K.3.B. Write simple sentences

Interdisciplinary Connections

WIDA English Language Proficiency Standards

Standard 1 – Social and Instructional Language

- English language learners **communicate** for **Social** and **Instructional** purposes within the school setting

New Jersey Student Learning Standards: Social Studies (NJSL-SS)

- 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

Lakewood Township School District Curriculum Guide

Grade: Kindergarten

Content Area: English as a Second Language

Next Generation Science Standards (NGSS)

- K-LS1-1 *From Molecules to Organisms: Structures and Processes* - Use observations to describe patterns of what plants and animals (including humans) need to survive

Comprehensive Health and Physical Education

- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).

Visual and Performing Arts

- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

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Career Readiness, Life Literacies & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 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).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4 Life Literacies & Key Skills

- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies,

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economic impacts of decisions.	understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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cultural/global competence.

Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Role play/skits
- Turn and talk
- Draw pictures
- Discussion circle
- Participation/observations
- Questioning
- Expressive language prompt

Alternative Assessments:

- Turn and Talks
- Discussion Circles
- DOLs
- Centers
- Vocabulary Boxes
- Projects
- ChatterPix
- Flipgrid

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	<p>Student Assessment Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example. Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Rubrics • Chapter project based learning 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • Chapter assessment

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Transportation has changed over time, and comparing past, present, and future travel helps us understand how communities grow and become more inclusive. • As we think about the future, people make choices—such as using cleaner transportation—that can reduce climate change and protect our planet. • Animals have different body parts that help them move, stay safe, and survive in diverse environments. • A haiku is a poem with a special pattern that uses simple words to describe nature, feelings, and moments in time. • Responsibility means making good choices, 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did people travel in the past, and how is travel different today and in the future? • How can changes in transportation help reduce climate change and support a healthier planet? • Why do animals have different body parts, and how do these parts help them survive? • What makes a haiku special, and how can poetry reflect nature and diverse experiences? • What does it mean to be responsible at home, at school, and in our community? • How can we make responsible choices that include and help others?
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<p>helping others, caring for our belongings, and taking care of our environment.</p> <ul style="list-style-type: none"> Communities are diverse, and everyone can show responsibility in different ways that support others and our Earth. 	
<p>Content: Students will know:</p> <ul style="list-style-type: none"> Methods of travel used in the past (e.g., horse and buggy, steam engine trains) as compared with present-day travel (e.g., cars, airplanes). How to make simple predictions about future personal and community events. "Responsibility" means having a duty to complete tasks or behave in a certain way. The basic external body parts of various animals (e.g., wings, paws, beaks, fins, tails, fur, scales). A haiku is a specific type of short poem, often about nature. Responsibility includes caring for ourselves, others, and the environment, making safe choices, and showing respect for diversity. 	<p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> Discuss travel from the past and compare to present day using the language frames "_____, people went by ____" "_____, people go by _____" Participate in an interactive writing task to complete a haiku Speak their names and other words in syllables Draw a picture of what it means to be responsible Explain simple ways that responsible choices—such as recycling, using less energy, or choosing clean transportation—help reduce climate change. Show respect and inclusion when discussing different cultures, past traditions, and diverse ways of being responsible.

Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> Cultural Realia Sort pictures of Long Ago/Now puzzles Label animal body parts of WordWall games Dramatic play to demonstrate jobs and responsibilities Tactile haiku activity Syllable sort/clapping activities 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> Reach for the Stars Teacher's Book Reach for the Stars Student Book Reach for the Stars Digital Platform: learn.eltngl.com Reading A-Z Epic! Reading IQ Unite for Literacy Vooks.com https://www.calacademy.org/educators/science-lesson-plans-for-kindergarten-and-1st-grade
<p>Supplemental Resources:</p> <ul style="list-style-type: none"> Wordwall CENGAGE National Geographic Scholastic News 	<p>ESL Specific Resources:</p> <ul style="list-style-type: none"> http://eslcafe.com www.eslkidstuff.com www.Esl-kids.com www.brainpopjr.com

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www.funenglishgames.com
www.starfall.com
www.esl4kids.com
<http://www.csun.edu/~hcedu013/eslplans.html>
<http://iteslj.org>
<http://www.pdictionary.com>
<http://www.englishclub.com/index.htm>
<https://www.eslflashcards.com/>
<http://www.freeeslmaterials.com/flashcards.html>
<https://www.colorincolorado.org/>