

READINGTON TOWNSHIP PUBLIC SCHOOLS
Kindergarten - Third Grade
Multilingual Learning Curriculum 2026

Authored By: Dawn LoCalio
Kristi Dauernheim

Reviewed by: Dr. Anthony Tumolo, Supervisor of Special Projects
Dr. Jonathan Hart, Superintendent of Schools

Approval Date:

Members of the Board of Education:

David Rizza, President
Ellen DePinto, Vice-President
Elizabeth Fiore
Paulo Lopes
Michele Mencer
Pamela Cassidy
Linda Rad
Justina Ryan
Richard Pieros

Readington Township Public Schools
52 Readington Road, Whitehouse Station, NJ 08889
www.readington.k12.nj.us

I. PURPOSE AND OVERVIEW:

The English as a Second Language (ESL) program provides multilingual learners with systematic language instruction that develops listening, speaking, reading, and writing skills while supporting success across all academic content areas. Instruction is aligned with grade-level standards and emphasizes meaningful communication, academic language development, and cultural responsiveness. Through engaging, standards-based lessons, students build the language skills and confidence needed to actively participate in classroom learning and become independent, lifelong learners.

II. GOALS

The goal of the ESL curriculum is to accelerate English language development while honoring and building upon students' linguistic and cultural backgrounds. Students will develop the ability to communicate effectively in social and academic settings, strengthen literacy skills through authentic reading and writing experiences, and apply language strategies across content areas. Instruction is designed to foster critical thinking, collaboration, and increasing independence as students progress toward English language proficiency.

III. ASSESSMENT

Student progress is monitored through a balanced approach to assessment that includes formative and summative measures. Teachers use classroom observations, language samples, performance-based tasks, reading and writing assessments, and student discussions to evaluate growth in listening, speaking, reading, and writing. Assessment data informs instruction, supports differentiation, and ensures students continue to make progress toward English language proficiency and grade-level academic expectations.

In addition to classroom-based assessments, multilingual learners participate annually in the **WIDA ACCESS for ELLs®** assessment. This statewide English language proficiency assessment measures students' progress in the four language domains and provides valuable information for instructional planning, placement decisions, and monitoring progress toward English language proficiency. Results from the WIDA ACCESS, along with ongoing classroom assessment data, ensure that instruction is responsive to each student's individual language learning needs.

IV. KINDERGARTEN-THIRD GRADE PACING GUIDE

K-3 Theme Map
Language Foundations Through Literacy
(Aligned to K-3 ELA Themes)

Time of Year	ESL Theme	ELA Connection	Language Functions
Unit 1	Becoming Readers & Learners	Reading habits/reading identity	Identify, describe, ask
Unit 2	Learning and Teaching Others	Informational reading/nonfiction	Describe, sequence, explain
Unit 3	Characters, Feelings, and Lessons	Story elements/ character study	Retell, compare, infer
Unit 4	Our Communities and Our World	Research / social studies integration	Explain, question, present

Grade Band: K-3

Unit 1~

Becoming Readers and Classroom Communicators

Essential Question:

How do readers use language to learn, talk, and share ideas?

Essential Understandings		
Students will understand that: • Readers use language to make meaning from stories, pictures, and print • Readers ask questions, share ideas, and talk with others to deepen understanding • Readers use pictures, words, and background knowledge to understand texts • Readers can use multiple languages, experiences, and perspectives to make connections to texts • Readers grow by listening, speaking, reading, and writing about books and ideas.		
Connected ELA Unit		
Kindergarten: We Are Readers Grade 1: Readers Build Good Reading Habits		
Key Language Use ☒ Inform ☒ Narrate	Language Functions • Identify book features • Name reading tools • Describe story pictures • Ask and answer questions about texts • Retell stories	WIDA ELD Standard Focus • Language for LA • Language for Social and Instructional Purposes
Language Objectives		
Listening <i>Students will identify story elements, book features, and key details by listening to read-alouds, teacher modeling, and partner discussions</i>		

Speaking

Students will ask and answer questions about books, pictures, and story events using oral language supports and sentence frames.

Reading

Students will identify print concepts, book features, and high-frequency classroom reading vocabulary using visuals, labels, and mentor texts.

Writing

Students will label story pictures and write words, phrases, or sentences to respond to books and share ideas.

Unit Vocabulary		
Social/Functional Language • I notice... • I think... • My turn... • Your turn... • Can you help me? • What do you think? • I agree... • I wonder...	Academic Language • Reader • Author • Illustrator • Character • Story • Title • Picture clue • Predict • Retell • Question	Content Vocabulary • Book • Page • Cover • Word • Letter • Sentence • Picture • Beginning • Middle • End

Differentiation by Proficiency	
Band 1 (ACCESS 1.0 - 2.9) Supports: • Picture books • Visual vocabulary cards • Gestures • Home language support • Partner modeling • Sentence frames	Expected Output: • Pointing • Matching • Labeling • Single words • Short phrases
Band 2 (ACCESS 3.0 - 4.4) Supports: • Word banks • Picture prompts • Guided partner talk • Story maps	Expected Output: • Complete sentences • Short oral responses • Guided retellings

• Sentence starters	
Band 3 (ACCESS 4.5+) Supports: • Academic discussion stems • Open-ended prompts • Partner discourse prompts • Extended writing opportunities	Expected Output: • Extended oral explanations • Connected writing • Story analysis
Domain Supports	
Listening: Strategies for students with lower listening scores • Chunk directions • Use visuals • Repeat key vocabulary Speaking: Strategies for students with lower speaking scores • Partner rehearsal • Sentence stems • Choral response Reading: Strategies for students with lower reading scores • Picture glossaries • Shared reading • Text highlighting Writing: Strategies for students with lower writing scores • Interactive writing • Sentence frames • Graphic organizers	
Formative Assessments	
• Teacher observation checklist • Oral language sample • Exit ticket • Vocabulary check • Writing sample	

Performance Task

Students participate in a partner book talk where they:

- Identify characters or story elements
- Ask a partner a question about a book
- Share one idea using sentence frames
- Retell an event from a familiar text

SEL Connections

Self Awareness

Students:

- Develop confidence as readers and language learners
- Identify their strengths as multilingual learners
- Share personal ideas, experiences, and connections to texts

Teacher Look-Fors:

- Student says: *"I noticed..."* or *"This reminds me of..."*
- Student takes risks during partner talk

Self Management

Students:

- Follow reading routines and discussion expectations
- Sustain attention during read-alouds and partner work
- Use strategies when communication becomes challenging

Teacher Look-Fors:

- Student uses sentence frames independently
- Student waits, listens, and takes turns

Social Awareness

Students:

- Listen respectfully to different perspectives
- Recognize that classmates may interpret stories differently
- Appreciate multiple languages, cultures, and experiences

Teacher Look-Fors:

- Student listens to peers during turn-and-talk
- Student acknowledges another student's idea

Relationship Skills

Students:

- Engage in collaborative conversations
- Ask and answer questions with partners
- Build on others' ideas during discussions

Teacher Look-Fors:

- Student asks: *"What do you think?"*
- Student responds appropriately to a partner

Responsible Decision-Making**Students:**

- Make thoughtful choices about how to express ideas
- Use respectful language during discussion
- Choose strategies to help themselves understand texts

Teacher Look-Fors:

- Student asks for clarification
- Student uses classroom resources appropriately

Classroom Transfer Connections (Push-in)

ELA: Turn and talk, story vocabulary, asking/answering questions

Math: Explaining strategies, naming tools, comparing quantities

Science: Observing, describing, recording findings

Grade Band: K-3
Unit 2~
Learning and Teaching Others

Essential Question:

How do readers use information they read to describe and explain a topic?

Essential Understandings		
Students will understand that: • Readers use pictures and words to learn • Readers use information from the text to learn about a topic • Informational texts teach us facts about people, places, events, and animals • Facts from a text help readers describe and explain a topic • Readers use key details to identify the main idea of the text • Readers can share what they have learned by using evidence from the text • Different text can provide new information about the topic		
Connected ELA Unit		
Kindergarten: Growing Expertise in Little Books: Reading for Information Grade 1: Learning About the World Grade 2: Becoming Experts, Readers Can Read about Science Topics to Become Experts Grade 3: Reading to Learn, Research Clubs: Nonfiction Reading Through Social Studies		
Key Language Use ☒ Inform ☐ Narrate ☒ Explain ☐ Argue	Language Functions • Identify nonfiction text features (captions, pictures, graphs) • Describe a person, place, animal or event • Tell events or steps in order • Tell how topics are alike and different	WIDA ELD Standard Focus • Language for LA • Language for Social and Instructional Purposes • Language for Science

Language Objectives		
Listening <i>Students will identify the main idea and supporting details by listening to a read-aloud and using visuals.</i> Speaking <i>Students will ask and answer questions related to the topic using oral language, word banks, and pointing to pictures.</i> Reading <i>Students will use print concepts, nonfiction text features, high- frequency words, and key vocabulary to identify facts and describe a topic using visuals, labels, and mentor texts.</i> Writing <i>Students will label pictures and write words or simple sentences to communicate information about a topic using visuals, word banks, and sentence frames.</i>		
Unit Vocabulary		
Social/Functional Language • I notice... • I found... • I observe.. • I want to know.... • How do you know..? • This means... • A key detail is.. • Can you explain..? • My favorite fact is..?	Academic Language • Title • Author • Caption • Photograph • Map • Chart • Diagram • Describe • Explain • Observe	Content Vocabulary • Book • Page • Article • Passage • Paragraph • Glossary • label • Main idea • Topic • Compare • Contrast
Differentiation by Proficiency		
Band 1 (ACCESS 1.0 - 2.9) Supports: • Picture books • Visual vocabulary cards • Gestures • Home language support • Partner modeling • Sentence frames	Expected Output: • Pointing • Matching • Labeling • Single words • Short phrases	

Band 2 (ACCESS 3.0 - 4.4) Supports: • Word banks • Picture prompts • Guided partner talk • Venn Diagrams • Sentence starters • KWL Chart	Expected Output: • Extended oral explanations • Connected writing • Guided retelling of informational texts
Band 3 (ACCESS 4.5+) Supports: • Academic discussion stems • Open-ended prompts • Partner discourse prompts • Extended writing opportunities • Expanded word bank	Expected Output: • Extended oral explanations • Connected writing • Compare and contrast with text evidence • Use of vocabulary to support thinking
Domain Supports	
Listening: Strategies for students with lower listening scores • Visuals paired with directions • Pointing and gesturing • Use of real objects Speaking: Strategies for students with lower speaking scores • Repetition and choral responses • Visual support cards • Modeling correct responses • Think-time before speaking Reading: Strategies for students with lower reading scores • Use of visuals • Text features highlighted or labeled • Pre- taught vocabulary Writing: Strategies for students with lower writing scores • Sentence frames and starters • Word lists/ vocabulary • Paired writing • Checklists for organization	

Formative Assessments
• Highlighting one detail • Sticky note response • Retelling using pictures or sentence frames • Graphic organizer
Performance Task
Students become “experts” on a nonfiction topic with a partner and present: • Present 2- 3 facts using vocabulary • Explain one text feature • Answer a question about the topic
SEL Connections
<u>Self Awareness</u> Students: • Recognize their growth in using academic language • Develop independence in using strategies to understand nonfiction text • Express themselves using vocabulary and complete sentences Teacher Look-Fors: • Students' use of vocabulary independently • Student says “This reminds me..” • Student says. “I am getting better at...” <u>Self Management</u> Students: • Set learning goals • Organize ideas before reading and writing • Maintain attention during reading, writing, speaking, and listening Teacher Look-Fors: • Use of classroom supports • Use self-talk and strategies when work is challenging • Ask for help appropriately <u>Social Awareness</u> Students: • Listen to ideas and experiences of others • Work with peers to gain more understanding of informational text

Teacher Look-Fors:

- Take turns during partner talk and discussions
- Work cooperatively

Relationship Skills**Students:**

- Ask and answer questions
- Encourage and support classmates during learning activities

Teacher Look-Fors:

- Use of appropriate language in peer work
- Share materials and responsibilities

Responsible Decision-Making**Students:**

- Use evidence from text to support ideas
- Ask questions when they need clarification
- Consider others when making decisions

Teacher Look-Fors:

- Choose appropriate strategies
- Completed tasks responsibly

Classroom Transfer Connections (Push-in)

ELA: Main idea, key details, facts and evidence

Math: Graph, charts, and data displays, explanations and details, sequence

Science: Observations and facts, diagrams, labels and charts, cause and effect relationships

Social Studies: Facts about people, places and events, text evidence, compare communities, cultures and maps

Grade Band: K-3
Unit 3~
Characters, Feelings, and Lessons

Essential Question:

What can we learn from a character's feelings, actions, and experiences?

Essential Understandings		
Students will understand that: • Characters have feelings that change because of what happens in the story • Characters learn lessons from their experiences and challenges • Stories can teach us lessons that we can apply to our own lives • A character's actions are often influenced by their feelings		
Connected ELA Unit		
Kindergarten: Becoming Avid Readers Grade 1: Meeting Characters and Learning Lessons: A study of story elements Grade 2: Stepping into the World of The Story Grade 3: Character Studies		
Key Language Use ☐ Inform ☒ Narrate ☐ Explain ☐ Argue	Language Functions • Character traits • Story elements • Cause and effect • Retell story • Sequence events	WIDA ELD Standard Focus • Language for Language Arts • Language for Social and Instructional Language
Language Objectives		
Listening <i>Students will listen to a story and identify a character's feelings, actions, and the lesson learned.</i>		
Speaking <i>Students will describe a character's feelings and actions and explain the lesson using visual cues and sentence starters.</i>		
Reading <i>Students will read a story to identify words, pictures, and details that show a</i>		

character's feelings, actions, and the lesson learned.

Writing

Students will write and/ or draw and label the character's feelings, actions, and lesson using words, phrases, or complete sentences.

Unit Vocabulary

Social/Functional Language

- I see...
- I know...
- My turn....
- I think...
- I agree/ disagree
- Can you help me?
- I am confused..

Academic Language

- Character
- Lesson
- Beginning, middle and end
- Explain
- Problem
- Solution
- Predict
- feelings/ mood

Content Vocabulary

- Letters
- Words
- Story
- Events
- "Who, What, When"

Differentiation by Proficiency

Band 1 (ACCESS 1.0 - 2.9)

Supports:

- Picture cards of feelings and actions
- Illustrated vocabulary
- Gestures
- Read-alouds
- Word banks
- Yes or no questions
- Partner modeling

Expected Output:

- Matching
- Labeling
- Words
- Phrases

Band 2 (ACCESS 3.0 - 4.4)

Supports:

- Anchor charts
- Graphic organizers,
- Vocabulary banks
- Highlighted text
- Sentence starters

Expected Output:

- Simple sentences
- Guided retelling
- Academic vocabulary

Band 3 (ACCESS 4.5+) Supports: • Discussion prompts • Graphic organizers • Opportunities for collaborative discussions and written responses	Expected Output: • Explain characters' feelings and actions with specific text evidence • Compare characters across stories and write a short explanation • Use of academic vocabulary
Domain Supports	
Listening: Strategies for students with lower listening scores • Use visuals, real objects, or pictures • Read aloud with expression and pause for understanding • Chunk information into smaller parts • Think-alouds and model comprehension • Check for understanding Speaking: Strategies for students with lower speaking scores • Allow wait time • Sentence frames • Word banks and anchor charts for vocabulary • Model responses before calling upon the student Reading: Strategies for students with lower reading scores • Preteach vocabulary with pictures or real-life examples • Use of illustration and leveled text • Shared reading • Highlight important words • Graphic organizers to identify characters, feelings, and events Writing: Strategies for students with lower writing scores • Sentence frames and paragraph organizers • Word banks, pictures, vocabulary cards • Drawing with labels • Peer feedback	
Formative Assessments	
• Act it Out • "The character feels ____ because ____."	

- Story retell using visual cues
- Match character and feelings
- Exit ticket
- Story map with words or pictures

Performance Task

Students work with a partner to become Feelings Detectives. They will read a story and solve “mysteries” about the character’s feelings, actions, and lesson.

SEL Connections

Self Awareness

Students:

- Make connections between their own feelings and those in the story
- Share personal experiences, “I feel like the character when...”
- Recognize their strengths as readers
- Celebrate their success

Teacher Look-Fors:

- Labeling their emotions
- Participating in reading, writing, listening, and speaking willingly
- Express pride in their work

Self Management

Students:

- Use strategies for completing work
- Stay focused during reading and listening
- Wait their turn

Teacher Look-Fors:

- Coping strategies
- Engagement
- Follow directions and transitions
- Increasing independence

Social Awareness

Students:

- Recognize others’ feelings during partner work
- Listen to the ideas and experiences of others
- Work collaboratively with peers

Teacher Look-Fors:

- Response to classmate’s ideas
- Asking questions for clarification or to learn more
- Talking turns within group work

Relationship Skills

Students:

- Give and receive feedback from peers
- Work through conflicts
- Encourage and support peers during learning activities

Teacher Look-Fors:

- Turn taking
- Engagement during learning activities
- Use of appropriate language to communicate ideas

Responsible Decision-Making

Students:

- Use evidence from text to support ideas and responses
- Ask questions when clarification is needed
- Demonstrate honesty when sharing information

Teacher Look-Fors:

- Sentence stems when communicating
- Completion of tasks and work
- Solve problems appropriately

Classroom Transfer Connections (Push-in)

ELA: Character, feeling, emotion, problem, solution, lesson, evidence

Math: Explain, solve, strategy, compare, same, different, agree, disagree, because

Science: Observe, predict, investigate, compare, describe, change, evidence, notice

Social Studies: Community, citizen, rule, responsibility, fair, cooperate, help, choice, problem, solution

Grade Band: K-3
Unit 4~
Our Communities and Our World

Essential Question:

How do stories help us learn about our communities and our world?

Essential Understandings		
Students will understand that: • Stories help us learn about places, people, and communities. • People in communities work together to help one another. • Not all communities are the same, but they have common needs, values, and goals. • Stories help us understand how people live in different places around the world. • People around the world have different cultures and traditions.		
Connected ELA Unit		
Kindergarten: Grade 1: Readers Have Big Jobs to Do Grade 2: Growing Knowledge Together Grade 3: Learning Through Reading: Countries Around the World		
Key Language Use ☒ Inform ☐ Narrate ☒ Explain ☐ Argue	Language Functions • Name communities, roles and features • Describe people, places, cultures and traditions • Sequence events or steps • Timelines and captions in text • Make connections between text, personal experiences, and the world	WIDA ELD Standard Focus • Language for LA • Language for Social and Instructional Purposes • Language for Social Studies

Language Objectives		
Listening <i>Students will listen to stories and informational texts to identify people, places, and details about communities and the world.</i> Speaking <i>Students will describe people, places, and communities using vocabulary, pictures, and sentence frames.</i> Reading <i>Students will use pictures, illustrations, book features, and familiar words to identify people, places, and information about communities and the world.</i> Writing <i>Students will draw, label, and write words, phrases, and sentence frames to describe people and places to make connections to the world around them.</i>		
Unit Vocabulary		
Social/Functional Language • I can identify.. • I can describe.. • I can compare.. • I can retell... • I can make connections .. • I can explain .. • What do you think?	Academic Language • Main idea • Information • compare/ contrast • Experience • Event • Notice • Reason • Relationship • Text features	Content Vocabulary • Photograph • Caption • Illustration • Heading • Chart • Diagram • Glossary • index
Differentiation by Proficiency		
Band 1 (ACCESS 1.0 - 2.9) Supports: • Visual cards • Labeled illustrations • Repeated directions with models • Gestures • Modeling language • Read- alouds	Expected Output: • Match pictures and words • Draw and label • Single words • Complete sentence frames	

Band 2 (ACCESS 3.0 - 4.4) Supports: • Anchor charts • Graphic organizers • Word banks • Shared reading • Sentence starters	Expected Output: • Simple complete sentences • Answer wh-questions • Retell key information • Use of pictures and words
Band 3 (ACCESS 4.5+) Supports: • Illustrated and leveled text • Text- feature supports • Vocabulary lists • Discussion prompts	Expected Output: • Summarize in a short paragraph • Identify main idea and supporting details • Use of vocabulary
Domain Supports	
Listening: Strategies for students with lower listening scores • Visual cues and gestures • Repeat and rephrase • Picture choice for responses Speaking: Strategies for students with lower speaking scores • Word banks • Visual cards • Modeling • Sentence frames • Repetition Reading: Strategies for students with lower reading scores • Illustrated text • Orally state written response before writing • audiobooks Writing: Strategies for students with lower writing scores • Drawing and labeling • Shared writing • Graphic organizers	

Formative Assessments
• Picture identification • WH Question Check • Key Detail Hunt • Exit Ticket • Teacher Obs
Performance Task
Students will work with a partner to create a map, model, or poster of a community. Students will use unit vocabulary and language to help complete the project.
SEL Connections
<u>Self Awareness</u> Students: • Students make connections from their life to the world around them • Identify what makes a community important to them Teacher Look-Fors: • Student sharing personal connections • Use of similarities and differences <u>Self Management</u> Students: • Partner discussions • Ask for help Teacher Look-Fors: • Follow routines • Use of vocabulary independently <u>Social Awareness</u> Students: • Understand differences in cultures • Identify how to care for people Teacher Look-Fors: • Contribute ideas • Respectful language <u>Relationship Skills</u> Students: • Collaborative partner work

- Sharing ideas

Teacher Look-Fors:

- Listens to partners
- Ask and answer questions

Responsible Decision-Making

Students:

- Make decisions to help the classroom and/ or community
- Recognizes the effects of decision-making

Teacher Look-Fors:

- Connections from text to real life
- Problem solve with peers

Classroom Transfer Connections (Push-in)

ELA: connections with texts, text features, partner talk

Math: more, less, represent, organize, data

Science: observe, describe, resources

Social Studies: culture, tradition, location, community