

PLUMSTED TOWNSHIP SCHOOL DISTRICT

Aligned to WIDA English Language Development Standards

Course Title: English as a Second Language

Course Title: English as a Second Language

Content Area: English as a Second Language

Grade Level(s): K-5

Course Description: Beginning – Early Intermediate English Language Development

**English as a Second Language is a program based on English Language Proficiency (ELP) levels rather than grade level.*

**This curriculum integrates the WIDA standards for listening, speaking, reading, and writing within the four core content areas.*

**In meeting the needs of English Language Learners, it is often necessary to customize and supplement curriculum with additional lessons relating to, but not limited to, culture, social events, current events, holidays, school events, social skills, and vocabulary development. This addition of supplemental material will affect the pacing of the curriculum as outlined below.*

Date Created: April 2014

Date Approved by Plumsted Township Board of Education: August 2014

Pacing Guide

**Pacing of lessons may vary based on student ELP level, background knowledge, and outcome of individual assessments as well as time constraints due to day-to-day school/classroom activities. The following guide reflects suggested unit pacing.*

Unit 1: My Community

Up to 2 Marking Periods

Unit 2: My Larger Community

Up to 2 Marking Periods

Unit 3: Living and Working Together

Up to 2 Marking Periods

Unit 4: Our Great Big, Busy World

Up to 2 Marking Periods

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Course Title: English as a Second Language

Unit 1: My Community

Unit Summary: This unit is designed for students at the beginning stage of English language acquisition. This unit focuses on students’ community, beginning with the family then moving toward the school community. Students also cover topics related to numbers, colors, and body parts.

The overriding goal of this unit is to help English learners begin to develop the language and academic skills they need in order to transition into classrooms where English is the language of instruction.

Interdisciplinary Connections/Content Area Integrations:

- Language Arts Literacy
- Mathematics
- Science
- Social Studies

WIDA English Language Development (ELD) Standards	
ELD Standard 1: Social and Instructional Language	<i>English language learners communicate for social and instructional purposes within the school setting.</i>
ELD Standard 2: The Language of Language Arts	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.</i>
ELD Standard 3: The Language of Mathematics	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.</i>
ELD Standard 4: The Language of Science	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.</i>
ELD Standard 5: The Language of Social Studies	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.</i>

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Essential Questions:

Who are the people, and what are the things in my community?

Instructional Outcomes:

Listening and speaking:

- Ask and answer informal questions
- Recognize, identify, and correctly pronounce phonemes: beginning sounds /b/, /f/, /d/, /h/, /m/, /n/, /p/, /r/, /t/, /w/, and /y/
- Listen attentively to presentation of target vocabulary
- Listen to and recite a poem, song, or chant
- Listen to a story, song, or riddle and respond orally by answering factual comprehension questions, using 1-2 word responses
- Orally describe people, places, and things (e.g., I see a boy., This is a desk.)
- Orally describe personal information about family (e.g., I have ___ sisters.)
- Orally express likes (e.g., My favorite color is ____.)
- Participate in short conversations using appropriate gestures, expressions, and illustrative objects
- Participate in a conversation in order to obtain information
- Position manipulatives or realia according to oral commands to show spatial relations
- Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings
- Recognize patterns of sound in oral language (e.g., rhyming)
- Respond orally to yes/no and other simple questions with one or two words
- Respond to simple directions and questions using physical actions and other nonverbal communication (e.g., matching, pointing, drawing); retell simple stories using words, phrases, or nonverbal communication (e.g., physical actions, drawing, matching, pointing); understand and follow one- and two-step directions for classroom or work-related activities
- Use common social greetings and phrases

Reading:

- Match words with corresponding pictures
- Recognize own name in print
- Recognize that print carries meaning
- Relate sounds to letters: b, f, d, h, m, n, p, r, t, w, y
- Read simple words in stories, songs, or games; identify target vocabulary
- Read story as a class and respond orally by answering factual comprehension questions with a one- or two-word response

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Writing:

- Copy words posted and commonly used in the classroom
- Create phrases or simple sentences following a model
- Draw pictures related to a work of literature
- Label target vocabulary: *Carousel* nouns
- Produce uppercase and lowercase graphemes legibly: b, f, d, h, m, n, p, r, t, w, y
- Use capital letters when writing names
- Use capital letters at the beginning of a sentence; use a period at the end of a sentence
- Write a few words or phrases about an event or character from the story
- Write a phrase or simple sentence about an experience generated from a group story
- Write basic personal information about family (e.g., My family lives in ____.)
- Write own name

Integrated skills:

- Ask simple questions and record answers
- Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication
- Recognize and understand idiomatic expressions
- Understand how to form regular plurals (-s)

Content-based and general academic skills:

- Categorize words (language arts literacy)
- Categorize objects (language arts literacy, social studies, science, mathematics)
- Compare and contrast (language arts literacy, social studies, science); complete a graph (language arts literacy, social studies, science, mathematics)
- Demonstrate knowledge of own telephone number and address (social studies)
- Give identifying information that involves numbers (mathematics)
- Make predictions (language arts literacy, social studies, science, mathematics); put events in a sequence (language arts literacy, social studies, science)
- Respond appropriately to social and academic interactions (language arts literacy, social studies, science, mathematics,)
- Use numbers 1-10 to count objects (mathematics)

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Course Title: English as a Second Language

What will the students learn?

- Naming people, places, and things
- Describing things
- Responding to commands
- Asking and answering simple questions
- Asking and answering yes/no questions
- Answering how many questions with numerals
- Using social language
- Making statements about immediate world

Target Forms

- Adjectives
- Imperatives
- Imperatives with prepositions
- Nouns
- Prepositions
- Prepositional phrases
- Regular plurals (-s)
- Sentence structures: nouns, articles,
- Sentence structures, social greetings, and phrases

Formative Assessments:

- Application of language
- Class participation
- Completion of assignments
- Teacher monitoring

Summative Assessments:

- Listening and speaking evaluations
- Reading and writing chapter tests
- Mastery of chapter objectives
- Portfolio evaluations

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Suggested Learning Activities:

**Differentiated objectives for speaking, listening, reading, and writing will be based upon the student's ELP level.*

- Reinforce target vocabulary using picture and word cards and theme pictures
- Draw and label pictures
- Complete activity sheets
- Participate in daily conversations using targeted language forms and vocabulary
- Listen and respond to commands
- Listen to a story and respond to reading comprehension questions
- Retell stories
- Responding to social courtesies given orally
- Practice writing phrases or simple sentences using targeted language forms and vocabulary

Curriculum Development Resources:

[file:///H:/Downloads/CAN DOs%20\(1\).pdf](file:///H:/Downloads/CAN_DOs%20(1).pdf)

<http://www.wida.us/>

<http://www.ballard-tighe.com/>

<http://www.state.nj.us/education/bilingual/>

Unit Literature Collection:

Grandfather's Journey, Allen Say

School Days, B.G. Hennessy

Anno's Counting Book, Mitsumasa Anno

Ten, Nine, Eight, Molly Bang

Go Away Big Green Monster!, Ed Emberley

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Unit 2: My Larger Community

Unit Summary: This unit is designed for students at the beginning stage of English language acquisition. This unit focuses on the larger community in which students live. Students cover topics related to people, school, numbers, animals, food, shapes, and body parts.

The overriding goal of this unit is to help students develop greater facility in using English as they progress through the beginning stage of English language acquisition and continue to develop the language and academic skills they need in order to transition into classrooms where English is the language of instruction.

Interdisciplinary Connections/Content Area Integrations:

- Language Arts Literacy
- Mathematics
- Science
- Social Studies

WIDA English Language Development (ELD) Standards	
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ELD Standard 4: The Language of Science	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.</i>
ELD Standard 5: The Language of Social Studies	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.</i>

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Essential Questions:

Who are people, and what are the things in my extended community?

Instructional Outcomes:

Listening and speaking:

- Ask for assistance
- Listen attentively to presentation of target vocabulary
- Listen attentively to the reading of a fairytale or short story
- Listen to a story, song, or riddle and respond orally by answering factual comprehension questions, using 1-2 word responses
- Listen to and recite a poem, song, or chant
- Make and respond to oral requests
- Make oral statements using the present tense (e.g., We need blue crayons.) and present progressive (e.g., They are running.)
- Orally describe people, places, and things (e.g., This is a grandmother., These are scissors.)
- Orally describe personal information about family (e.g., My aunt helps me with my homework., I have two grandfathers.)
- Orally express likes and dislikes (e.g., I like apples., I do not like onions.)
- Orally identify characters and settings in simple literary texts using words or phrases
- Orally identify the relationship between simple text read aloud and personal experience using keywords and/or phrases
- Participate in short conversations using appropriate gestures, expressions, and illustrative objects
- Participate in a role play
- Position manipulatives or realia according to oral commands to show spatial relations
- Produce simple vocabulary (single words and short phrases) to communicate basic needs in social and academic settings
- Recognize, identify, and correctly pronounce phonemes: beginning sounds /g/, /j/, /k/, /l/, /kw/, /s/, /x/, /v/, /z/, /sh/, /ch/; onsets /skw/, /tr/
- Respond orally to yes/no, either/or, wh-questions, and other simple questions with one or two words or complete sentences
- Respond to simple directions and questions using physical actions and other nonverbal communication (e.g., matching, pointing, drawing)
- Retell simple story using words, phrases, or nonverbal communication (e.g., physical actions, drawing, matching, pointing)
- Understand and follow one- and two-step directions for classroom or work-related activities
- Use common social greetings and phrases

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Reading:

- Match words with corresponding pictures
- Relate sounds to letters: e, g, j, k, l, q, s, x, v, z, sh, ch, squ, tr
- Read simple words and stories, songs, or games; identify target vocabulary
- Read a story or poem as a class and respond orally by answering factual comprehension questions with a 1-2 word response
- Read a short nonfiction article and answer factual comprehension questions orally and in writing
- Read speech aloud
- Manipulate phonemes to create new words

Writing:

- Complete written sentences using target vocabulary
- Describe colors, numbers, and shapes in writing
- Draw pictures related to a work of literature
- Follow a model to write sentences using: present tense (e.g., I see a triangle.); present progressive (e.g., The baby is sleeping.); descriptive adjectives (e.g., We need blue crayons.)
- Follow a model to complete a poem
- Label target vocabulary: *Carousel* nouns
- Reproduced uppercase and lowercase graphemes legibly: c, g, j, k, l, q, s, x, v, z
- Understanding follow steps in the writing process (brainstorm, organize, write, review and correct, rewrite)
- Use capital letters at the beginning of a sentence; use a period at the end of the sentence
- Write phrases, simple sentences, brief narratives, or stories using a few standard grammatical forms
- Write a few words, phrases, or sentences about an event or character from a story
- Write basic personal information (e.g., My name is Maria., I am a girl., I live in Florida.)
- Write the alphabet legibly

Integrated skills:

- Ask simple questions and record answers
- Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication
- Recognize and understand idiomatic expressions
- Recognize subject-verb agreement
- Recognize and identify compound words
- Understand adjective placement and use descriptive adjectives (e.g., twenty pencils, excellent teachers)
- Understand how to use coordinating conjunctions (and)
- Understand how to use articles (a, an, the)
- Use singular and plural form of nouns (-s, -es)
- Use social and academic learned vocabulary in context
- Use subject pronouns (I, you, he, she, they, we, it) and possessive pronouns (my, your)

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Content-based and general academic skills:

- Associate body parts with physical actions and senses (science)
- Categorize animals (science)
- Categorize objects and words (language arts literacy, social studies, science, mathematics)
- Create, complete, and read a paragraph (language arts literacy, social studies, science, mathematics)
- Compare and contrast (language arts literacy, social studies, science, mathematics)
- Draw and label a map/features of school community; identify locations on a map (social studies)
- Draw pictures to illustrate events on the timeline (social studies)
- Give identifying information that involves numbers (mathematics)
- Identify and draw shapes in the environment (mathematics)
- Identify environmental print, e.g., signs around school or in the community (social studies)
- Identify text features such as a title, table of contents, and chapter headings (language arts literacy)
- Make predictions (language arts literacy, social studies, science, mathematics)
- Orally distinguish between fiction and nonfiction (language arts literacy)
- Point out book features such as cover, title, author, and illustrator (language arts literacy)
- Put events in a sequence (language arts literacy and social studies)
- Respond appropriately to social and academic interactions (language arts literacy, social studies, science, mathematics)
- Understand how to estimate number of items in a bag (mathematics)
- Understand how to use context clues (language arts literacy)
- Understand story elements of various genres (language arts literacy)
- Understand the difference between healthy and unhealthy foods (science)
- Use realia to illustrate oral mathematics statements (mathematics)
- Write ingredients and directions for recipe with assistance (science)

What will the students learn?

- Naming people
- Renaming people using pronouns
- Describing people
- Describing actions
- Asking for help

Target Forms

- Articles
- Nouns
- Adverbs
- Conjunctions
- Adjectives
- Adjectives with nouns
- Modals

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- Imperatives with prepositions and nouns
- Possessive pronouns
- Present progressive tense verbs
- Present tense verbs
- Regular plurals (-s, -es, -ies)
- Subject pronouns
- Imperatives, prepositions
- Sentence structures: articles, nouns, adjectives, present tense verbs, present progressive tense verbs, subject pronouns, possessive pronouns, prepositions, modals, conjunctions
- Sentence structures with social greetings and phrases

Formative Assessments:

- Application of language
- Class participation
- Completion of assignments
- Teacher monitoring

Summative Assessments:

- Listening and speaking evaluations
- Reading and writing chapter tests
- Mastery of chapter objectives
- Portfolio evaluations

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Suggested Learning Activities:

**Differentiated objectives for speaking, listening, reading, and writing will be based upon the student's ELP level.*

- Reinforce target vocabulary using picture and word cards and theme pictures
- Draw and label pictures
- Complete activity sheets
- Participate in daily conversations using targeted language forms and vocabulary
- Listen and respond to commands
- Listen to a story and respond to reading comprehension questions
- Retell stories
- Responding to social courtesies given orally
- Practice writing phrases or simple sentences using targeted language forms and vocabulary

Curriculum Development Resources:

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<http://www.wida.us/>

<http://www.ballard-tighe.com/>

<http://www.state.nj.us/education/bilingual/>

Unit Literature Collection:

Abuela, Arthur Dorros

Miss Malarkey Doesn't Live in Room 10, Judy Finchler

The Happy Day, Ruth Krauss

Here are My Hands, Bill Martin Jr. and John Archambault

Will a Parrot Eat a Carrot?, Laurie Regan

The Very Hungry Caterpillar, Eric Carle

Shapes, Shapes, Shapes, Tana Hoban

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Unit 3: Living and Working Together

Unit Summary: This unit is designed for students at the early intermediate stage of English language acquisition. This unit focuses on the world in which students live, specifically on living and working together. Students cover topics such as occupations, clothing, farm animals, and food.

The overriding goal of this unit is to help English learners continue to develop the language and academic skills they need in order to succeed in classrooms where English is the language of instruction.

Interdisciplinary Connections/Content Area Integrations:

- Language Arts Literacy
- Mathematics
- Science
- Social Studies

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ELD Standard 3: The Language of Mathematics	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.</i>
ELD Standard 4: The Language of Science	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.</i>
ELD Standard 5: The Language of Social Studies	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.</i>

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Course Title: English as a Second Language

Essential Questions:

How do people live and work together in a community?

Instructional Outcomes:

Listening and speaking:

- Ask and answer questions (e.g., Yes/no, either/or, WH- questions, and other simple questions) using words, phrases, or simple sentences; use present tense (e.g., I like soup.), present progressive (e.g., Is Marco wearing blue pants?), subject pronouns (e.g., He is wearing blue pants.), and can/may questions (e.g., May I have the shirt?)
- Be understood when speaking, but may have some inconsistent use of standard English grammatical forms (e.g., plurals, simple past tense, pronouns)
- Demonstrate appropriate intonation used to ask questions and voice emphasis used to say exclamations
- Distinguish initial, medial, and final sounds in single-syllable words
- Execute one-step and multi-step oral directions
- Identify and produce rhyming words
- Identify words that contain the same short or long vowel sound
- Listen attentively to presentation of target vocabulary and concepts
- Listen to stories and respond orally by answering factual comprehension questions using short phrases or simple sentences
- Listen to and recite a poem, song, or chance
- Listen to a story, song, or riddle and respond orally by answering factual comprehension and critical thinking questions using short phrases or simple sentences
- Orally describe: occupations; clothing and accessories; animals; food; actions; location of people and objects; characteristics of the four seasons; what a character is like and by what he/she does in a selection; the central problem in the story and its solution; relationship between occupations and objects; people's feelings and own feelings
- Orally express preferences (e.g., I want to be a firefighter when I grow up.)
- Orally identify basic sequence of events in a story
- Orally identify settings and characters using simple sentences and vocabulary
- Orally relate to own experience using simple sentences
- Participate in a role play
- Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings
- Provide oral explanations to support decisions
- Recognize, identify, and correctly pronounce phonemes: short and long vowel sounds; ending sounds /ch/, /ee/, /g/, /p/, /r/, /t/
- Understand and follow directions for classroom or work-related activities
- Use common social greetings and phrases
- Use facial expressions and body language to express likes and dislikes

PLUMSTED TOWNSHIP SCHOOL DISTRICT

Aligned to WIDA English Language Development Standards

Course Title: English as a Second Language

Reading:

- Apply knowledge of content-related vocabulary to reading
- Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when reading aloud
- Identify vowels and consonants
- Look at pictures in a book and respond orally by answering factual comprehension and critical thinking questions using short phrases or simple sentences
- Match uppercase and corresponding lowercase letters
- Read a calendar, food pyramid, graph, and menu and answer questions using words, phrases, or simple sentences
- Read a fictional short story independently and answer written comprehension questions
- Read a nonfiction article with the class and answer factual comprehension questions in writing
- Read a story with the class and respond orally by answering factual comprehension questions using short phrases or simple sentences
- Read aloud an increasing number of English words
- Read and follow steps to conduct an experiment
- Read fact-based questions and respond to questions in writing
- Read letters and words on signs
- Read own writing aloud with some pacing, intonation, and expression
- Read riddles and respond in writing by answering factual comprehension questions
- Read simple vocabulary, phrases, and sentences independently
- Recognize common morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics) relate sounds to letters: a, e, i, o, u; ch, g, p, r, t, y
- Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meanings of unfamiliar words and simple sentences
- Use the content of a story to draw logical inferences

Writing:

- Contribute to the writing of a class poem (or write an individual poem)
- Create a personal calendar and label it with personal events and holidays
- Demonstrate understanding of when to use uppercase and lowercase letters
- Draw pictures and write simple sentences related to a topic
- Edit writing for basic conventions (e.g., capital letters, periods, question marks)
- Express preferences by completing written sentences
- Follow a model to write a letter asking for information
- Follow a model to independently write a short descriptive paragraph on an assigned topic
- Label target vocabulary: *Carousel* nouns
- Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms
- Identify and supply missing punctuation mark (period, question mark, apostrophe, or exclamation point)

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in sentences

- Use capital letters to begin sentences and proper nouns
- Write a chant following a model
- Write a menu following a model
- Write an original role play
- Write original riddles
- Write simple sentences: answering questions; based on pictures; using keywords, present tense, present progressive, adjectives; about events or characters from a story
- Write the uppercase and lowercase letters in the English alphabet legibly
- Write words that begin with a given letter

Integrated skills:

- Copy, read, and present a dialogue generated by the class
- Put words in alphabetical order
- Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication
- Understand and identify countable and uncountable nouns
- Understand and use exclamations (e.g., I love ice cream!)
- Understand how to form contractions
- Use a dictionary to look up words
- Use the phonetic pronunciation guide and pronunciation key
- Use articles (a, an)
- You singular and plural forms of nouns (-s, -es); understand how to form plurals (-ies); recognize irregular plurals (e.g., sheep/sheep)
- Use comparatives and superlatives in speech and in writing
- You social and academic learned vocabulary in context

Content-based and general academic skills:

- Categorize objects and words (language arts literacy, social studies, science, mathematics)
- Complete mathematical word problems with a group (mathematics)
- Conduct a science experiment with the class: how plants grow (science)
- Create, complete, and read a graph (language arts literacy, social studies, science, mathematics)
- Demonstrate comprehension of initials as a means to abbreviate names (language arts literacy, social studies)
- Demonstrate understanding of how to read a thermometer (science)
- Make predictions (language arts literacy, social studies, science, mathematics); match antonyms (e.g., opposites: hot/cold) (language arts literacy)
- Participate in class discussions on food groups, nutrition, and healthy and unhealthy foods; share personal experience (science)
- Point out book features such as cover, title, author, and illustrator (language arts literacy)

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- Put events in a sequence (language arts literacy and social studies)
- Put stages of plant growth in a sequence (science)
- Respond appropriately to social and academic interactions (language arts literacy, social studies, science, mathematics)
- Understand how signs and symbols express ideas (social studies)
- Use context clues to identify missing words (language arts literacy)
- Use knowledge of numbers to add coins of various denominations (mathematics)
- Use numbers to estimate quantities (mathematics)
- Use numbers 21-59 to count objects and record data (mathematics)
- Write an increasing number of words and simple sentences appropriate for language arts literacy and other content areas (e.g., mathematics, science, history/social science)

What will the students learn?

- Naming people and things
- Describing actions
- Making and responding to commands and requests
- Describing location
- Describing feelings
- Describing how, what kind, when
- Asking and answering who, what, and where questions
- Expressing likes and dislikes
- Expressing emphasis
- Comparing and contrasting

Target Forms

- Nouns
- Imperatives with prepositions, nouns and adverbs
- Prepositional phrases
- Regular plurals (-s, -es, -ies)
- Irregular plurals
- Adverbs
- Adjectives, antonyms
- Can/may questions
- Comparatives/superlatives
- Contractions
- Countable/uncountable nouns
- Exclamations
- Present tense/present progressive tense
- Sentence structures: nouns, adjectives, present tense verbs, present progressive tense verbs, like, did not like, contractions, prepositions

PLUMSTED TOWNSHIP SCHOOL DISTRICT

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Formative Assessments:

- Application of language
- Class participation
- Completion of assignments
- Teacher monitoring

Summative Assessments:

- Listening and speaking evaluations
- Reading and writing chapter tests
- Mastery of chapter objectives
- Portfolio evaluations

Suggested Learning Activities:

**Differentiated objectives for speaking, listening, reading, and writing will be based upon the student's ELP level.*

- Reinforce target vocabulary using picture and word cards and theme pictures
- Draw and label pictures
- Complete activity sheets
- Participate in daily conversations using targeted language forms and vocabulary
- Listen and respond to commands
- Listen to a story and respond to reading comprehension questions
- Retell stories
- Responding to social courtesies given orally
- Practice writing phrases or simple sentences using targeted language forms and vocabulary

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Unit Literature Collection:

White Snow, Bright Snow, Alvin Tresselt

"Lost: One Dad!", Roberta Stathis

26 Letters and 99 Cents, Tana Hobin

Big Red Barn, Margaret Wise Brown

Pumpkin, Pumpkin, Jeanne Titherington

Pancakes for Breakfast, Tomie dePaola

Pigs from A to Z, Athur Geisert

PLUMSTED TOWNSHIP SCHOOL DISTRICT

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Course Title: English as a Second Language

Unit 4: Our Great Big, Busy World

Unit Summary: This unit is designed for students at the early intermediate stage of English language acquisition. This unit focuses on our busy world, beginning with the activities of people—the jobs they perform, clothes they wear, and food they eat—and moving on to explore animals from around the world. Students also cover topics related to numbers and body parts.

The overriding goal of this unit is to help English learners continue to develop the language and academic skills they need in order to succeed in classrooms where English is the language of instruction.

Interdisciplinary Connections/Content Area Integrations:

- Language Arts Literacy
- Mathematics
- Science
- Social Studies

WIDA English Language Development (ELD) Standards	
ELD Standard 1: Social and Instructional Language	<i>English language learners communicate for social and instructional purposes within the school setting.</i>
ELD Standard 2: The Language of Language Arts	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.</i>
ELD Standard 3: The Language of Mathematics	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.</i>
ELD Standard 4: The Language of Science	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.</i>
ELD Standard 5: The Language of Social Studies	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.</i>

PLUMSTED TOWNSHIP SCHOOL DISTRICT

Aligned to WIDA English Language Development Standards

Course Title: English as a Second Language

Essential Questions:

How do people around the world provide goods and services?

Instructional Outcomes:

Listening and speaking:

- Ask and answer questions (e.g., yes/no, either/or, WH-questions, and other simple questions) using words, phrases, or simple sentences; use present tense (e.g., Is this a sales person? No. She is not a sales person.), present progressive (e.g., Is the trash collector driving? No. The trash collector is not driving.), past progressive (e.g., Yesterday she was wearing a raincoat.), future tense (e.g., Tomorrow she is going to wear an apron.), subject pronouns (e.g., She's a queen., He's a king.), can/may questions (e.g., May I have some bread?), possessives (e.g., This is the carpenter's hammer., This is Gustavo's book., These are his slippers.), conjunctions and contractions (e.g., José likes peanut butter; but he doesn't like spinach.)
- Be understood when speaking, but may have some inconsistent use of standard English grammatical forms (e.g., plurals, simple past tense, pronouns)
- Execute and give one-step and multi-step oral directions
- Identify and produce rhyming words
- Interview a family member, teacher, or neighbor about the tools needed in his/her occupation
- Listen attentively to presentation of target vocabulary and concepts
- Listen to stories and respond orally by answering factual comprehension questions, using short phrase or simple sentence responses
- Listen to and recite a poem, song, or chant
- Listen to a story, song, or riddle and respond orally answering factual comprehension and critical thinking questions, using short phrases or simple sentence responses
- Orally describe: occupations and actions; clothing and accessories; characteristics of food; functions of body parts; a sequence of actions performed on a daily basis; what a character is like by what he or she does
- Orally express likes and dislikes (e.g., I like turkey, but I don't like ham.)
- Orally identify basic sequence of events in a story
- Orally identify setting, characters, and/or main events of the plot using simple sentences and vocabulary
- Orally relate story to own experience using simple sentences
- Orally state simple sentences using target vocabulary and alliteration (e.g., Bob buys a bathing suit.)
- Participate in a role play
- Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings
- Provide oral explanations to support decisions
- Recognize, identify, and correctly produce phonemes: /th/; onset /s/
- Retell a story in sequence
- Understand and follow directions for classroom or work-related activities
- Use common social greetings and phrases

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Reading:

- Apply knowledge of content-related vocabulary to reading
- Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when reading aloud
- Draw inferences about text
- Identify and produce rhyming words
- Identify the number of sounds and letters in words
- Identify words with similar vowel sounds and structures
- Read a graph and answer questions using words, phrases, or simple sentences
- Read a nonfiction article with the class or independently and answer factual comprehension questions orally and in writing
- Read a story or poem with the class and respond orally by answering factual comprehension questions using short phrase or simple sentence responses
- Read aloud an increasing number of English words
- Read own writing aloud with some pacing, intonation, and expression
- Read riddles and respond in writing by answering factual comprehension questions
- Read simple vocabulary, phrases, and sentences independently
- Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences

Writing:

- Contribute to the writing of the class poem (or write an individual poem)
- Edit writing for basic conventions (e.g., capital letters, punctuation, spelling)
- Follow a model to independently write a short descriptive paragraph on an assigned topic
- Label target vocabulary: *Carousel* nouns
- Produce independent writing that is understood when read, but may include inconsistent use of the standard grammatical forms
- Use capital letters to begin sentences and proper nouns
- Write a friendly letter
- Write a logical sequence of events required to achieve the desired outcome
- Write birth order of family members
- Write priority order of items taken on a trip
- Write simple sentences: answering questions; using keywords, present tense, present progressive, possessives, adjectives, contractions, rhyming words; about city/town in which students live; about safety rules at home and at school

Integrated skills:

- Understand and identify countable and uncountable nouns
- Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication

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- Recognize and understand idiomatic expressions
- Understand use of commas (e.g., First, I wash my face.)
- Understand and use coordinating conjunctions (because, but)
- Understand and use possessive pronouns (my, your, his, her, our, their)
- Use singular and plural forms of nouns (-s, -es,-ies); recognize the regular plurals (e.g., wolf/wolves)
- Use social and academic learned vocabulary in context

Content-based and general academic skills:

- Categorize objects and words (language arts literacy, social studies, science, mathematics)
- Create a collage related to a literature selection (language arts literacy)
- Create, complete, and read a graph (language arts literacy, social studies, science, mathematics)
- Differentiate between fact and opinion (language arts literacy, social studies, science)
- Distinguish between foods that come from animals and food that comes from plants (science)
- Draw and label a picture of a clothing item from family's native country (social studies)
- Draw and name body parts (science)
- Follow directions to conduct a science experiment with the class (science)
- Identify the main idea of the story (language arts literacy)
- Make predictions (language arts literacy, social studies, science, mathematics)
- Match animals with the habitat in which they live (science)
- Match antonyms (e.g., opposites: hot/cold) (language arts literacy)
- Participate in class discussions on ease /difficulty of jobs, animal habitats, skin and eye care, and safety rules (science, social studies)
- Point out book features such as cover, title, author, and illustrator (language arts literacy)
- Put events in a sequence (language arts literacy, social studies)
- Record data and conclusion of a science experiment (science)
- Respond appropriately to social and academic interactions (language arts literacy, social studies, science, mathematics)
- Use books on the Internet to gather information and complete a report on a famous early American president (social studies)
- With a group, research an animal habitat and draw a mural of it (science)
- With a partner, conduct research to find facts about wild animals (science)
- Write an increasing number of words and simple sentences appropriate for language arts literacy and other content areas (e.g., mathematics, science, history/social science)

What will the students learn?

- Naming people and things
- Asking and answering questions in complete sentences
- Asking and answering questions using how many, there is/there are
- Asking and answering questions about the past, present, and future

PLUMSTED TOWNSHIP SCHOOL DISTRICT

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Course Title: English as a Second Language

- Responding to commands
- Connecting ideas
- Describing possession
- Answering questions about possession
- Comparing/contrasting
- Asking who questions using has/have
- Making statements using there is/there are, this is/these are
- Describing which one
- Answering what, why questions
- Making statements about immediate world
- Expressing likes/dislikes
- Describing the main idea of a story

Target Forms

- Nouns
- Imperatives with prepositions, adverbs, and ordinal numbers
- Superlatives
- Conjunctions
- Future tense verbs
- Past progressive tense verbs
- Possessive pronouns
- Possessives
- Ordinal numbers
- Regular plurals (-s, -es)
- Irregular plurals
- Contractions
- Countable/uncountable nouns, articles
- Sentence structures: nouns, adjectives, subject pronouns, present tense verbs, present progressive tense verbs, past progressive tense verbs, future tense verbs, possessive nouns, possessives, conjunctions, pronouns, prepositions, ordinal numbers, antonyms, and conjunctions

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Formative Assessments:

- Application of language
- Class participation
- Completion of assignments
- Teacher monitoring

Summative Assessments:

- Listening and speaking evaluations
- Reading and writing chapter tests
- Mastery of chapter objectives
- Portfolio evaluations

Suggested Learning Activities:

**Differentiated objectives for speaking, listening, reading, and writing will be based upon the student's ELP level.*

- Reinforce target vocabulary using picture and word cards and theme pictures
- Draw and label pictures
- Complete activity sheets
- Participate in daily conversations using targeted language forms and vocabulary
- Listen and respond to commands
- Listen to a story and respond to reading comprehension questions
- Retell stories
- Responding to social courtesies given orally
- Practice writing phrases or simple sentences using targeted language forms and vocabulary

Curriculum Development Resources:

[file:///H:/Downloads/CAN_DOs%20\(1\).pdf](file:///H:/Downloads/CAN_DOs%20(1).pdf)

<http://www.wida.us/>

<http://www.ballard-tighe.com/>

<http://www.state.nj.us/education/bilingual/>

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Unit Literature Collection:

Jobs from A to Z, Allison Mangrum

Umbrella, Taro Yashima

The Tenth Good Thing About Barney, Judith Viorst

May I Bring a Friend?, Beatrice Schenk de Regniers

Tops & Bottoms, Janet Stevens

People, Peter Spier