

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): 6-12

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.*

**This curriculum is intended for students who have a basic understanding of the English alphabet, Arabic numerals, directionality in reading, and who have some literacy skills in their native language. If students do not have these basic skills, begin instruction with a program intended for older students without basic literacy skills or familiarity with the English alphabet.*

Date Created: May 2014

Date Approved by Plumsted Township Board of Education: August 2014

Pacing Guide

Unit 1: My World

Up to 2 Marking Periods

Unit 2: The Wonders of Nature

Up to 2 Marking Periods

Unit 3: Daily Life

Up to 2 Marking Periods

Unit 4: This Land Is Your Land

Up to 2 Marking Periods

PLUMSTED TOWNSHIP SCHOOL DISTRICT

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Course Title: English as a Second Language

Unit 1: My World

Unit Summary: This unit is designed for students at the *beginning – early intermediate stage* of English language acquisition. This unit focuses on the language of school, family, pastime activities, and working.

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:

How can I demonstrate my knowledge of the difference between formal and informal interactions at home, at school, and at work?

Instructional Outcomes:

Listening:

- Follow commands, instructions, classroom routines, clear one-step directions, and requests from teachers or peers; respond to announcements over the intercom or by teachers. (Examples: "Meet me at my locker after 9th period." "Close your book." "What is the last word on page 45 of the dictionary?")
- Respond nonverbally (e.g., through movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues) or in 1-2 word phrases to greetings, requests, or simple questions in one-to-one and group situations (e.g., yes/no, open-ended, personal information, either/or).
- Recognize patterns of sound in oral language (e.g., rhyming and alliteration).
- Listen attentively to stories and information.
- Demonstrate comprehension of stories, information, and academic content by responding nonverbally, e.g., listening, pointing, moving, matching, drawing, and gesturing.
- Demonstrate comprehension of oral presentations and instructions through nonverbal responses, e.g., gestures, pointing, drawing.
- Understand key words, phrases, and simple sentences.
- Identify positive and negative behaviors from illustrations (such as in school, on the playground, in gym class, or on the bus).
- Role play or identify examples of etiquette and manners associated with activities based on illustrations and oral descriptions (such as sports rules or taking turns).
- Match oral commands/directions with learning strategies represented visually (such as fill-in bubbles on answer sheets and use of multiple choice format).
- Identify/match needed resources to complete assignments based on pictures or oral statements (such as pencils, rulers, or computers).
- Listen and use information gained for a variety of purposes, such as determining the main idea/deals, gaining information from interviews, following directions, pursuing a personal interest, or determining stereotypes, bias, and persuasion techniques in non-print messages (e.g., commercial advertisement).
- Select and use appropriate listening strategies according to the intended purpose such as solving problems, interpreting and evaluating the techniques and intent of a presentation, taking action in career related situations, and discerning/acknowledging the feelings and messages sent in a conversation.
- Select and listen to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.
- Use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.

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Speaking:

- Use gestures, single words, and simple phrases or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases) and simple vocabulary (single words or short phrases) during basic conversations and to communicate needs in social or academic settings (e.g., locations, greetings, classroom objects).
- Use and respond to common social greetings and simple repetitive phrases, complements, instructions, or farewells (e.g., good morning, Ms. _____).
- Orally communicate basic needs (e.g., "I need to borrow a pencil."/"Do we have to _____?"). Ask questions or exchange information with peers.
- Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).
- Repeat, restate, retell, paraphrase, or respond to oral instructions or assignments or stories or information (e.g., visually supported information on ads, cartoons, signs, or posters) from social and academic settings using single words and phrases.
- Retell predictable and familiar stories using single words, phrases, and sentences.
- Ask and answer simple questions (including WH- questions) related to immediate context (e.g., simple written texts) with single words, simple sentences, or phrases (e.g., yes/no, either/or, personal info).
- Ask questions to obtain and clarify information and make comments and observations that reflect understanding and application of content, processes, and experiences using single words and phrases.
- Use both social and academic learned vocabulary in context.
- State basic personal information and preferences (e.g., for types of music, games, tv programs, movies, magazines, stories, authors, or recreational activities).
- Make simple presentations in small groups using single words and phrases and visual support.
- Speak for various occasions, audiences, and purposes, including conversations, discussions, and projects, and for information, persuasive, or technical presentations.
- Prepare and deliver short oral presentations; use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- Understand and use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- Orally identify types of media by name (e.g., magazine, documentary film, news report).
- Orally identify main ideas and some details of familiar literature and informational materials/public documents/text (e.g., newspaper, brochures) using key words or phrases.
- Orally respond to simple literary text by answering factual comprehension questions using 1-2 word responses; orally identify the beginning, middle, and end of a simple literary text.
- Orally identify different characters and settings in simple literary texts using words or phrases; read and orally identify the speaker or narrator in a simple selection.
- Role play a character from a familiar piece of literature using words and phrases, or simple sentences.
- Use pictures, lists, charts, and tables to orally identify the characteristics of three different forms of literature: fiction, nonfiction and poetry.
- Recite simple poems.

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Course Title: English as a Second Language

Reading:

- Apply reading skills from their first language to recognize and comprehend various text structures and print conventions from multiple sources.
- Understand that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language; demonstrate knowledge of sound-symbol relationship in context and in own reading and writing.
- Recognize, decode, and pronounce while reading aloud high frequency sight words, most English phonemes, and most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals).
- Read aloud simple words presented in literature and content areas; demonstrate comprehension by using 1-2 words or simple sentence responses.
- Create a simple dictionary of frequently used words and use an English dictionary to derive meaning of simple known vocabulary.
- Recognize simple affixes (educate, education), prefixes (dislike), synonyms (big/large), and antonyms (hot/cold).
- Recognize and interpret information and identify facts from pictures, words, phrases, or sentences supported by visuals (e.g., illustrations, academic content sources such as graphs, maps, graphic organizers, diagrams) associated with various genres.
- Use graphic organizers for various purposes, including to compare/contrast information between texts.
- Follow one-step or multi-step written directions in contexts (classroom or work-related activities), schedules, or calendars.
- Select and use pre-reading strategies that are appropriate to the text (such as discussion, making predictions, brainstorming, generating questions, and previewing visually supported text to glean basic facts and to connect information from visually supported text to self) to anticipate content, purpose, and organization of a reading selection.
- Point at text features such as title, table of contents, and chapter headings.
- Identify, select, and use beginning reading strategies (e.g., illustrations, graphic organizers, text features, pacing, word attack skills, picture/bilingual dictionary/resource materials) to make text comprehensible and meaningful (e.g., understand words and texts) and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.
- Read and orally respond to simple text by answering factual comprehension questions using key words or phrases.
- Recognize categories of common informational materials (e.g., newspapers, brochures); recognize a few specific facts in familiar expository texts such as consumer, workplace documents, and context area text.
- Use pictures, lists, charts, and tables to identify the vocabulary, syntax, grammar, and factual components of compare and contrast patterns in informational materials (e.g., newspapers, magazines, speeches, debates, manuals, and contracts).
- Use pictures, lists, charts, and tables to identify the sequences of events from simple literary texts.
- Refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

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- Apply a variety of response strategies, including re-reading, note-taking, summarizing, outlining, writing a formal report, and relating what is read to experiences and feelings.
- Determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of written types of material, and sequence of events from modified/visually supported texts based upon purpose for reading, using nonverbal or 1-2 word phrases.
- Determine the author's purpose and point of view and their effects on the text.
- Describe and evaluate personal preferences regarding fiction and nonfiction.
- Demonstrate awareness that language and literature are primary means by which culture is transmitted.
- Demonstrate an awareness of the difference between the use of English in formal and informal settings (e.g., cloze activity – replacing a popular expression with a formal equivalent); and understand that language changes over time.
- Recognize the difference between first and third person using phrases or simple sentences.
- Search topics on the Internet or in libraries; classify topics identified through media or multiple sources.

Writing:

- Write basic personal information.
- Label objects and illustrations presented in content area lessons and organize and record expository information on pictures, lists, charts, and tables for literature and content areas.
- Write simple sentences and phrases using a model or with some assistance.
- Write about personal and group experiences using illustrations, words, and phrases.
- Use key words presented and emphasized in content (e.g., literature, mathematics, and science area lessons).
- Identify basic vocabulary, mechanics, and structures in a piece of writing.
- Record and organize content area information using graphic organizers.
- Write text, notes, outlines, comments, and observations that demonstrate comprehension.
- Select and use appropriate pre-writing strategies such as brainstorming, graphic organizers, and outlines.
- Use the writing process to write simple compositions such as descriptions and compare/contrast that have a main idea and some detail or a short personal narrative using simple sentences with a few standard grammatical forms and setting and some details.
- Plan, draft, revise writing (using outlines, class and research notes, webs, maps, and timelines), and produce final documents that are focused, purposeful, and reflect insight into the writing situation; reflect attention to English conventions, including mechanics, usage, punctuation, capitalization, sentence formation, and spelling; spell frequently used words and some sight words correctly in the context of writing; and format basic written work appropriately, e.g., margins, dates, and indenting.
- Use literary devices and techniques in the comprehension and creation of written, oral, and visual communications (e.g., simple song with a metaphor, personification, ellipses, etc.).
- Distinguish between emotion and logical argument.
- Complete basic business forms such as job applications by providing basic personal information (e.g., name, age, address, telephone number, and education) with assistance.

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What will the students learn?

- Asking and answering informational questions: simple questions/answers, sentence structures, nouns
- Asking and answering simple yes/no questions: sentence structures, nouns
- Communicating basic needs: simple statements
- Connecting ideas: prepositions (in, off, on, out, under, in back of, in front of, next to, on top of, across, around, down, for, up)
- Delimiting people, places, and things: articles (a, an, the)
- Describing actions: verbs, idioms
- Describing people, places, and things: nouns, adjectives, comparative adjectives (e.g., big/bigger/biggest), opposites
- Describing states of being: verbs, pronouns, contractions
- Expressing ideas: contractions (e.g., that's, you'll), synonyms
- Making transitional statements: simple statements
- Naming people, places, and things: sentence structures, nouns, regular plurals with -s, -es, or -ies, proper nouns, adjectives, opposites, irregular plurals (e.g., children, men, women, people)
- Renaming people, places and things: subject pronouns (I, you, he, she, it, we, they)
- Responding to commands/directions: verbs, imperative
- Stating information: simple statements
- Using context to develop understanding: homonyms, homophones
- Using social language: simple statements, simple questions/answers

Formative Assessments:

- Observing student progress
- Class assignments
- Writing assignments
- Portfolio evaluation

Summative Assessments:

- Chapter tests for evaluation of listening, reading, speaking, and writing
- Portfolio evaluation
- Unit reviews

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Suggested Learning Activities:

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

- Complete KWL charts
- Take notes from oral and written instructions
- Restate, summarize, describe, and/or paraphrase information acquired through reading and listening and present information (visually, orally, and/or in writing)
- Participate in daily conversations using targeted language forms and vocabulary
- Listen and respond to commands
- Define and apply target vocabulary orally and in writing using targeted language forms and functions
- Listen to a passage and respond to reading comprehension questions
- Complete a self-assessment of learning
- Responding to social courtesies given orally
- Role play various social and academic scenarios
- Create an assessment portfolio

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 as provided in the Champion of IDEAS Reader, Red Level (Beginning – Early Intermediate)

Additional Reading Selections From the *Champion* Library:

Martin Luther King, Jr.: Changing Lives

People and Stories in American History: A Historical Anthology

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Unit 2: The Wonders of Nature

Unit Summary: This unit is designed for students at the *beginning – early intermediate stage* of English language acquisition. This unit focuses on days of the week, months of the year, seasons, weather, colors, shapes, basic geometry, animals, and habitats.

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>
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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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Essential Questions:

How can knowledge of science and mathematics give me a deeper appreciation to explore, understand, and describe the world around me?

Instructional Outcomes:

Listening:

- Follow commands, instructions, classroom routines, clear one-step directions, and requests from teachers or peers; respond to announcements over the intercom or by teachers. (Examples: “Meet me at my locker after 9th period.” “Close your book.” “What is the last word on page 45 of the dictionary?”)
- Respond nonverbally (e.g., through movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues) or in 1-2 word phrases to greetings, requests, or simple questions in one-to-one and group situations (e.g., yes/no, open-ended, personal information, either/or).
- Recognize patterns of sound in oral language (e.g., rhyming and alliteration).
- Listen attentively to stories and information.
- Demonstrate comprehension of stories, information, and academic content by responding nonverbally, e.g., listening, pointing, moving, matching, drawing, and gesturing.
- Demonstrate comprehension of oral presentations and instructions through nonverbal responses, e.g., gestures, pointing, drawing.
- Understand key words, phrases, and simple sentences.
- Identify positive and negative behaviors from illustrations (such as in school, on the playground, in gym class, or on the bus).
- Role play or identify examples of etiquette and manners associated with activities based on illustrations and oral descriptions (such as sports rules or taking turns).
- Match oral commands/directions with learning strategies represented visually (such as fill-in bubbles on answer sheets and use of multiple choice format).
- Identify/match needed resources to complete assignments based on pictures or oral statements (such as pencils, rulers, or computers).
- Listen and use information gained for a variety of purposes, such as determining the main idea/deals, gaining information from interviews, following directions, pursuing a personal interest, or determining stereotypes, bias, and persuasion techniques in non-print messages (e.g., commercial advertisement).
- Select and use appropriate listening strategies according to the intended purpose such as solving problems, interpreting, and evaluating the techniques and intent of a presentation, taking action in career related situations, and discerning/acknowledging the feelings and messages sent in a conversation.
- Select and listen to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.
- Use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.

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Speaking:

- Use gestures, single words, and simple phrases or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases) and simple vocabulary (single words or short phrases) during basic conversations and to communicate needs in social or academic settings (e.g., locations, greetings, classroom objects).
- Use and respond to common social greetings and simple repetitive phrases, complements, instructions, or farewells (e.g., good morning, Ms. _____).
- Orally communicate basic needs (e.g., "I need to borrow a pencil."/"Do we have to _____?"). Ask questions or exchange information with peers.
- Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).
- Repeat, restate, retell, paraphrase, or respond to oral instructions or assignments or stories or information (e.g., visually supported information on ads, cartoons, signs, or posters) from social and academic settings using single words and phrases.
- Retell predictable and familiar stories using single words, phrases, and sentences.
- Ask and answer simple questions (including WH- questions) related to immediate context (e.g., simple written texts) with single words, simple sentences, or phrases (e.g., yes/no, either/or, personal info).
- Ask questions to obtain and clarify information and make comments and observations that reflect understanding and application of content, processes, and experiences using single words and phrases.
- Use both social and academic learned vocabulary in context.
- State basic personal information and preferences (e.g., for types of music, games, tv programs, movies, magazines, stories, authors, or recreational activities).
- Make simple presentations in small groups using single words and phrases and visual support.
- Speak for various occasions, audiences, and purposes, including conversations, discussions, and projects, and for information, persuasive, or technical presentations.
- Prepare and deliver short oral presentations; use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- Understand and use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- Orally identify types of media by name (e.g., magazine, documentary film, news report).
- Orally identify main ideas and some details of familiar literature and informational materials/public documents/text (e.g., newspaper, brochures) using key words or phrases.
- Orally respond to simple literary text by answering factual comprehension questions using 1-2 word responses; orally identify the beginning, middle, and end of a simple literary text.
- Orally identify different characters and settings in simple literary texts using words or phrases; read and orally identify the speaker or narrator in a simple selection.
- Role play a character from a familiar piece of literature using words and phrases, or simple sentences.
- Use pictures, lists, charts, and tables to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry.
- Recite simple poems.

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Course Title: English as a Second Language

Reading:

- Apply reading skills from their first language to recognize and comprehend various text structures and print conventions from multiple sources.
- Understand that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language; demonstrate knowledge of sound-symbol relationship in context and in own reading and writing.
- Recognize, decode, and pronounce while reading aloud high frequency sight words, most English phonemes, and most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals).
- Read aloud simple words presented in literature and content areas; demonstrate comprehension by using 1-2 words or simple sentence responses.
- Create a simple dictionary of frequently used words and use an English dictionary to derive meaning of simple known vocabulary.
- Recognize simple affixes (educate, education), prefixes (dislike), synonyms (big/large), and antonyms (hot/cold).
- Recognize and interpret information and identify facts from pictures, words, phrases, or sentences supported by visuals (e.g., illustrations, academic content sources such as graphs, maps, graphic organizers, diagrams) associated with various genres.
- Use graphic organizers for various purposes, including to compare/contrast information between texts.
- Follow one-step or multi-step written directions in contexts (classroom or work-related activities), schedules, or calendars.
- Select and use pre-reading strategies that are appropriate to the text (such as discussion, making predictions, brainstorming, generating questions, and previewing visually supported text to glean basic facts and to connect information from visually supported text to self) to anticipate content, purpose, and organization of a reading selection.
- Point at text features such as title, table of contents, and chapter headings.
- Identify, select, and use beginning reading strategies (e.g., illustrations, graphic organizers, text features, pacing, word attack skills, picture/bilingual dictionary/resource materials) to make text comprehensible and meaningful (e.g., understand words and texts) and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.
- Read and orally respond to simple text by answering factual comprehension questions using key words or phrases.
- Recognize categories of common informational materials (e.g., newspapers, brochures); recognize a few specific facts in familiar expository texts such as consumer, workplace documents, and context area text.
- Use pictures, lists, charts, and tables to identify the vocabulary, syntax, grammar, and factual components of compare and contrast patterns in informational materials (e.g., newspapers, magazines, speeches, debates, manuals, and contracts).
- Use pictures, lists, charts, and tables to identify the sequences of events from simple literary texts.
- Refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

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- Apply a variety of response strategies, including re-reading, note-taking, summarizing, outlining, writing a formal report, and relating what is read to experiences and feelings.
- Determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of written types of material, and sequence of events from modified/visually supported texts based upon purpose for reading, using nonverbal or 1-2 word phrases.
- Determine the author's purpose and point of view and their effects on the text.
- Describe and evaluate personal preferences regarding fiction and nonfiction.
- Demonstrate awareness that language and literature are primary means by which culture is transmitted.
- Demonstrate an awareness of the difference between the use of English in formal and informal settings (e.g., cloze activity – replacing a popular expression with a formal equivalent); and understand that language changes over time.
- Recognize the difference between first and third person using phrases or simple sentences.
- Search topics on the Internet or in libraries; classify topics identified through media or multiple sources.

Writing:

- Write basic personal information.
- Label objects and illustrations presented in content area lessons and organize and record expository information on pictures, lists, charts, and tables for literature and content areas.
- Write simple sentences and phrases using a model or with some assistance.
- Write about personal and group experiences using illustrations, words, and phrases.
- Use key words presented and emphasized in content (e.g., literature, mathematics, and science area lessons).
- Identify basic vocabulary, mechanics, and structures in a piece of writing.
- Record and organize content area information using graphic organizers.
- Write text, notes, outlines, comments, and observations that demonstrate comprehension.
- Select and use appropriate pre-writing strategies such as brainstorming, graphic organizers, and outlines.
- Use the writing process to write simple compositions such as descriptions and compare/contrast that have a main idea and some detail or a short personal narrative using simple sentences with a few standard grammatical forms and setting and some details.
- Plan, draft, revise writing (using outlines, class and research notes, webs, maps, and timelines), and produce final documents that are focused, purposeful, and reflect insight into the writing situation; reflect attention to English conventions, including mechanics, usage, punctuation, capitalization, sentence formation, and spelling; spell frequently used words and some sight words correctly in the context of writing; and format basic written work appropriately, e.g., margins, dates, and indenting.
- Use literary devices and techniques in the comprehension and creation of written, oral, and visual communications (e.g., simple song with a metaphor, personification, ellipses, etc.).
- Distinguish between emotion and logical argument.
- Complete basic business forms such as job applications by providing basic personal information (e.g., name, age, address, telephone number, and education) with assistance.

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What will the students learn?

- Asking and answering informational questions using do, does, did: simple questions
- Connecting ideas: conjunctions (and, but, or)
- Delimiting people, places, things: articles (a, an, the)
- Describing actions and states of being: verbs (present and past tense)
- Describing actions: verbs, modals (can, may), present progressive verbs (is/are/am + -ing), sentence structures
- Describing geometric features: nouns, subject pronouns, verbs, articles, adjectives
- Describing location: prepositions (inside, outside), nouns
- Describing people, places, and things: adjectives
- Describing states of being: verbs, auxiliaries
- Expressing ideas: statements about students' immediate world with to be, exclamations, alliteration, metaphors, homonyms
- Expressing needs and wants: present tense verbs, sentence structures
- Expressing preferences and dislikes: sentence structures
- Giving/responding to commands: imperative, prepositions (review)
- Making statements about immediate world: sentence structures
- Naming and describing people, places, and things: nouns, adjectives, sentence structures
- Naming people, places, and things: nouns, proper nouns, regular plurals, irregular plurals (e.g., moose, deer; ending in -f and -fe: leaf/leaves, wife/wives)
- Renaming people, places, and things: possessive pronouns (my, you, his, her, its, our, their)
- Using context to develop understanding: homonyms
- Using social language: idioms, sentence structures, questions using do, does, did, present progressive questions and answers
- Figurative/idiomatic language: to be blue; to be tickled pink; to give the green light; to have butterflies in the stomach; to paint the town red; to show true colors; to turn white as a ghost

Formative Assessments:

- Observing student progress
- Class assignments
- Writing assignments
- Portfolio evaluation

Summative Assessments:

- Chapter tests for evaluation of listening, reading, speaking, and writing
- Portfolio evaluation
- Unit reviews

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Suggested Learning Activities:

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

- Complete KWL charts
- Take notes from oral and written instructions
- Restate, summarize, describe, and/or paraphrase information acquired through reading and listening and present information (visually, orally, and/or in writing)
- Participate in daily conversations using targeted language forms and vocabulary
- Listen and respond to commands
- Define and apply target vocabulary orally and in writing using targeted language forms and functions
- Listen to a passage and respond to reading comprehension questions
- Complete a self-assessment of learning
- Responding to social courtesies given orally
- Role play various social and academic scenarios
- Create an assessment portfolio

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 as provided in the Champion of IDEAS Reader, Red Level (Beginning – Early Intermediate)

Additional Reading Selections From the *Champion* Library:

Cesar Chavez: Changing Lives

People and Stories in American History: A Historical Anthology

Renaissance Artists Who Inspired the World

PLUMSTED TOWNSHIP SCHOOL DISTRICT

Aligned to WIDA English Language Development Standards

Course Title: English as a Second Language

Unit 3: Daily Life

Unit Summary: This unit is designed for students at the *beginning – early intermediate stage* of English language acquisition. This unit focuses on food, fitness and healthy living, home, and travel.

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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Aligned to WIDA English Language Development Standards

Course Title: English as a Second Language

Essential Questions:

How do the choices we make regarding food, exercise, and travel affect our health and lifestyle, where we live and travel?

Instructional Outcomes:

Listening:

- Match resources (e.g., calculator) with subject matter (e.g., mathematics) based on pictures and oral statements.
- Respond nonverbally to one-step and multiple-step classroom instructions.
- Follow conversations (e.g., telephone) and respond to oral announcements.
- Listen attentively to stories and information.
- Follow familiar processes.
- Select or sort sources of information or items based on oral descriptions and visual support.
- Follow oral directions associated with learning strategies represented visually (e.g., using graphics to organize information).
- Differentiate opinions from facts related to information presented visually or read orally.
- Role play or identify examples of etiquette and manners associated with activities based on illustrations and oral descriptions.
- Identify problem-solving methods, supplies, or tools from oral descriptions and visual support.
- Visualize, draw, or construct figures described orally.
- Replicate experiments based on oral directions.
- Locate resources or products on maps or graphs based on oral descriptions.
- Locate regions or countries on a map based on oral descriptions.
- Comprehend simple statements and questions related to social and academic topics.

Speaking:

- Begin to be understood when speaking; may have some inconsistent use of standard English, grammatical forms, and sounds.
- Demonstrate appropriate intonation used to ask questions and voice emphasis used to say exclamations.
- Ask and answer questions using phrases or simple sentences.
- Restate in simple sentences the main ideas of oral presentations in subject matter and content areas.
- Orally communicate basic needs (e.g., "I need paper and a pencil.").
- Prepare and deliver short oral presentations; use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- Share and request information.
- Engage listener's attention verbally or nonverbally.
- Express personal needs, feelings, and ideas.
- Explore alternative ways of saying things.

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Aligned to WIDA English Language Development Standards

Course Title: English as a Second Language

- Participate in class, group, and pair discussion.
- Paraphrase or retell oral instructions, assignments, or stories; orally describe a sequence of events.
- Answer a range of questions that express personal preferences.
- Ask questions or exchange information with peers.
- Describe preferred movies, magazines, stories, or authors.
- Describe pictures related to biographies or human interest stories.
- Restate or paraphrase visually supported information from newspapers, magazines, or brochures.
- Sequence steps in problem solving or starting something new.
- Describe events or discoveries.
- Describe differences over time based on information from charts or graphs.
- Brainstorm ideas based on illustrations of issues that affect everyday life.
- Orally identify features or characteristics of major events or people in U.S. or world history depicted in illustrations.
- Orally identify characteristics of major historical, cultural, or economic themes depicted in illustrations.
- Describe orally historical, governmental, or social figures or events based on visuals.
- Restate or orally describe current or past events.

Reading:

- Produce most English phonemes comprehensively while reading aloud one's own writing, simple sentences, or simple text.
- Use common English morphemes in oral and silent reading.
- Recognize obvious cognates in phrases, simple sentences, literature, and content area text.
- Use knowledge of literature and content areas to understand unknown words.
- Use knowledge of affixes or root words to determine meaning in context.
- Recognize simple idioms, analogies, and figures of speech in literature and subject matter text.
- Read simple paragraphs and passages independently.
- Recognize that some words have multiple meanings and apply this knowledge to texts.
- Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.
- Read aloud with appropriate pacing, intonation, and expression for one's own writing of narrative and expository texts.
- Use a standard dictionary to find the meaning of unknown vocabulary.
- Use appropriate connectors (e.g., first, then) to sequence written text.
- Read and orally respond to simple literary text (e.g., comedy, tragedy) and texts in content areas by using simple sentences to answer factual comprehension questions and critical thinking questions.
- Identify and follow multiple-step directions for using simple mechanical devices and filling out basic forms.
- Identify and orally explain categories of familiar informational materials by using simple sentences.
- Orally identify the features of simple excerpts of public documents by using key words or phrases.

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Aligned to WIDA English Language Development Standards

Course Title: English as a Second Language

- Read text and orally identify the main ideas and details of informational materials, literary texts, and text in content areas by using simple sentences.
- Read and orally identify a few specific facts in simple expository text such as consumer and workplace documents and content area texts.
- Read and orally identify examples of fact and opinion and cause and effect in written text by using simple sentences.
- In simple sentences, orally identify the structure and format of workplace documents (e.g., format, graphics, and headers).
- Read a consumer workplace document and present a brief oral report demonstrating three or four simple steps necessary to achieve a specific goal or obtain a product.
- Read a selection and orally identify the speaker or narrator.
- Identify the difference in point of view between first person and third person by using simple sentences.
- Identify orally the theme, plot, setting, and characters of a literary selection by using simple sentences.
- Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences.
- Distinguish the characteristics of different forms of dramatic literature (e.g., comedy and tragedy) by using simple sentences, pictures, lists, charts, and tables.
- Describe orally in simple sentences a character in a brief literary text by identifying the thoughts and actions of the character.
- Describe briefly in simple sentences a character according to what he or she does in a familiar narration, dialogue, or drama.
- Use expanded vocabulary and some descriptive words in oral responses to familiar literature.
- Connect facts or information on socially related topics to examples.
- Connect information from visually supported text to self.
- Predict outcomes from visually supported text.
- Identify ideas related to author's purpose.
- Locate key facts in graphics and texts.
- Use graphic organizers to compare/contrast information.
- Follow listed instructions that involve hands-on actions.
- Collect and organize graphically displayed data from newspapers or magazines.
- Match pictures and phrases descriptive of systems or processes with vocabulary.
- Respond to WH-questions based on graphic organizers and pictures.
- Identify features of significant periods in history from written statements and timelines.
- Compare data from text and charts.

Writing:

- Write simple sentences or brief responses to selected literature to show factual understanding of the text.
- Write simple sentences to respond to selected literature and connect one's own experience to specific parts of the text.
- Use common verbs, nouns, and high frequency modifiers in writing simple sentences.

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Aligned to WIDA English Language Development Standards

Course Title: English as a Second Language

- Create a draft of a paragraph by following an outline.
- Use simple sentences to create a draft of a short essay that follows an outline.
- Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., mathematics, science, history-social science).
- Write expository compositions (e.g., descriptions, comparison and contrast, and problem and solution) that include a main idea and some details in simple sentences.
- Collect information from various sources (e.g., dictionary, comma, library books, and research materials) and take notes on a given topic.
- Proceed through the writing process to write short paragraphs that contain supporting details about a given topic.
- Complete simple informational documents related to career development (e.g., bank forms, and job applications).
- Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).
- Revise writing, with teacher's assistance, to clarify meaning and improve the mechanics and organization.
- Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms.
- Respond to and initiate e-mails, messages, postcards, or notes to friends.
- Use spellchecker and dictionaries.
- Produce notes and construct charts to convey information.
- Express opinions or reactions to current events or issues.
- Extract key phrases or sentences from written text.
- Use graphic organizers to plan writing, convey information, describe functions (e.g., of governments), and compare features (e.g., of historical periods).
- List key phrases or sentences from discussions.
- Produce tables, charts, or graphs from authentic data sources.
- Make generalizations related to data presented in graphs, tables, or charts, depicting practical situations.
- Label diagrams.
- Outline the contributions of significant individuals.
- Plot and describe results of surveys.

What will the students learn?

- Asking and answering questions: sentence structures, adjectives, nouns, possessive pronouns, questions/answers using do, does, did formula questions with who, what, where, when, and how many, past progressive tense verbs
- Categorizing items: sentence structures, nouns, conjunctions
- Comparing and contrasting: comparatives, superlatives, conjunctions, sentence structures
- Connecting ideas and describing directions/locations: prepositions (after, before, over, above, behind, below, beside, between, on, to the left, to the right, into, through), possessive pronouns, conjunctions
- Describing actions: nouns, verbs, sentence structures, past progressive tense verbs (was/were + -ing), present progressive tense verbs (is/are/am + -ing), future tense verbs (going to)

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Aligned to WIDA English Language Development Standards

Course Title: English as a Second Language

- Describing location: prepositions
- Describing people, places, and things: adjectives, opposites
- Describing state of being and what kind: sentence structures, pronouns, present and past tense verbs, adjectives, nouns
- Describing when and how: adverbs (daily, carefully, heavily, quickly, very)
- Expressing ideas: idioms, similes
- Expressing needs: sentence structures
- Expressing preferences: questions/answers using do, sentence structures
- Making and responding to requests: sentence structures, object pronouns (him, her, me, them, us)
- Making generalizations about data presented in graphs: sentence structures, academic language
- Making statements about immediate world: statements with there is/there are
- Naming people, places, and things: nouns, regular plurals, irregular plurals, compound words, countable and uncountable nouns, articles
- Renaming people, places, and things: possessive pronouns (review), sentence structures, object pronouns (him, her, me, them, us)
- Requesting and sharing information: WH-questions, sentence structures
- Sequencing steps: ordinal numbers (first, second, third....)
- Using social language: sentence structures
- Figurative/idiomatic language: my eyes were bigger than my stomach, sweet tooth, cat got your tongue, don't jump down my throat, get in shape, get off my back, go for it, washing my hands of it, just do it, over my head, straight from the horse's mouth, pulling my leg

Formative Assessments:

- Observing student progress
- Class assignments
- Writing assignments
- Portfolio evaluation

Summative Assessments:

- Chapter tests for evaluation of listening, reading, speaking, and writing
- Portfolio evaluation
- Unit reviews

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Aligned to WIDA English Language Development Standards

Course Title: English as a Second Language

Suggested Learning Activities:

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

- Complete KWL charts
- Take notes from oral and written instructions
- Restate, summarize, describe, and/or paraphrase information acquired through reading and listening and present information (visually, orally, and/or in writing)
- Participate in daily conversations using targeted language forms and vocabulary
- Listen and respond to commands
- Define and apply target vocabulary orally and in writing using targeted language forms and functions
- Listen to a passage and respond to reading comprehension questions
- Complete a self-assessment of learning
- Responding to social courtesies given orally
- Role play various social and academic scenarios
- Create an assessment portfolio

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 as provided in the Champion of IDEAS Reader, Red Level (Beginning – Early Intermediate)

Additional Reading Selections From the *Champion* Library:

People and Stories in American History: A Historical Anthology

Renaissance Artists Who Inspired the World

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Aligned to WIDA English Language Development Standards
Course Title: English as a Second Language

Unit 4: This Land Is Your Land

Unit Summary: This unit is designed for students at the *beginning – early intermediate stage* of English language acquisition. This unit focuses on world geography, US geography, early civilizations, exploration, and agriculture.

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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Aligned to WIDA English Language Development Standards

Course Title: English as a Second Language

Essential Questions:

How do exploration and agriculture affect civilizations?

Instructional Outcomes:

Listening:

- Match resources (e.g., calculator) with subject matter (e.g., mathematics) based on pictures and oral statements.
- Respond nonverbally to one-step and multiple-step classroom instructions.
- Follow conversations (e.g., telephone) and respond to oral announcements.
- Listen attentively to stories and information.
- Follow familiar processes.
- Select or sort sources of information or items based on oral descriptions and visual support.
- Follow oral directions associated with learning strategies represented visually (e.g., using graphics to organize information).
- Differentiate opinions from facts related to information presented visually or read orally.
- Role play or identify examples of etiquette and manners associated with activities based on illustrations and oral descriptions.
- Identify problem-solving methods, supplies, or tools from oral descriptions and visual support.
- Visualize, draw, or construct figures described orally.
- Replicate experiments based on oral directions.
- Locate resources or products on maps or graphs based on oral descriptions.
- Locate regions or countries on a map based on oral descriptions.
- Comprehend simple statements and questions related to social and academic topics.

Speaking:

- Begin to be understood when speaking; may have some inconsistent use of standard English, grammatical forms, and sounds.
- Demonstrate appropriate intonation used to ask questions and voice emphasis used to say exclamations.
- Ask and answer questions using phrases or simple sentences.
- Restate in simple sentences the main ideas of oral presentations in subject matter and content areas.
- Orally communicate basic needs (e.g., "I need paper and a pencil.").
- Prepare and deliver short oral presentations; use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- Share and request information.
- Engage listener's attention verbally or nonverbally.
- Express personal needs, feelings, and ideas.
- Explore alternative ways of saying things.
- Participate in class, group, and pair discussion.
- Paraphrase or retell oral instructions, assignments, or stories; orally describe a sequence of events.

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Aligned to WIDA English Language Development Standards

Course Title: English as a Second Language

- Answer a range of questions that express personal preferences.
- Ask questions or exchange information with peers.
- Describe preferred movies, magazines, stories, or authors.
- Describe pictures related to biographies or human interest stories.
- Restate or paraphrase visually supported information from newspapers, magazines, or brochures.
- Sequence steps in problem solving or starting something new.
- Describe events or discoveries.
- Describe differences over time based on information from charts or graphs.
- Brainstorm ideas based on illustrations of issues that affect everyday life.
- Orally identify features or characteristics of major events or people in U.S. or world history depicted in illustrations.
- Orally identify characteristics of major historical, cultural, or economic themes depicted in illustrations.
- Describe orally historical, governmental, or social figures or events based on visuals.
- Restate or orally describe current or past events.

Reading:

- Produce most English phonemes comprehensively while reading aloud one's own writing, simple sentences, or simple text.
- Use common English morphemes in oral and silent reading.
- Recognize obvious cognates in phrases, simple sentences, literature, and content area text.
- Use knowledge of literature and content areas to understand unknown words.
- Use knowledge of affixes or root words to determine meaning in context.
- Recognize simple idioms, analogies, and figures of speech in literature and subject matter text.
- Read simple paragraphs and passages independently.
- Recognize that some words have multiple meanings and apply this knowledge to texts.
- Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.
- Read aloud with appropriate pacing, intonation, and expression of one's own writing of narrative and expository texts.
- Use a standard dictionary to find the meaning of unknown vocabulary.
- Use appropriate connectors (e.g., first, then) to sequence written text.
- Read and orally respond to simple literary text (e.g., comedy, tragedy) and texts in content areas by using simple sentences to answer factual comprehension questions and critical thinking questions.
- Identify and follow multiple-step directions for using simple mechanical devices and filling out basic forms.
- Identify and orally explain categories of familiar informational materials by using simple sentences.
- Orally identify the features of simple excerpts of public documents by using key words or phrases.
- Read text and orally identify the main ideas and details of informational materials, literary texts, and text in content areas by using simple sentences.
- Read and orally identify a few specific facts in simple expository text such as consumer and workplace

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Aligned to WIDA English Language Development Standards

Course Title: English as a Second Language

documents and content area texts.

- Read and orally identify examples of fact and opinion and cause and effect in written text by using simple sentences.
- In simple sentences, orally identify the structure and format of workplace documents (e.g., format, graphics, and headers).
- Read a consumer workplace document and present a brief oral report demonstrating three or four simple steps necessary to achieve a specific goal or obtain a product.
- Read a selection and orally identify the speaker or narrator.
- Identify the difference in point of view between first person and third person by using simple sentences.
- Identify orally the theme, plot, setting, and characters of a literary selection by using simple sentences.
- Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences.
- Distinguish the characteristics of different forms of dramatic literature (e.g., comedy and tragedy) by using simple sentences, pictures, lists, charts, and tables.
- Describe orally in simple sentences a character in a brief literary text by identifying the thoughts and actions of the character.
- Describe briefly in simple sentences a character according to what he or she does in a familiar narration, dialogue, or drama.
- Use expanded vocabulary and some descriptive words in oral responses to familiar literature.
- Connect facts or information on socially related topics to examples.
- Connect information from visually supported text to self.
- Predict outcomes from visually supported text.
- Identify ideas related to author's purpose.
- Locate key facts in graphics and texts.
- Use graphic organizers to compare/contrast information.
- Follow listed instructions that involve hands-on actions.
- Collect and organize graphically displayed data from newspapers or magazines.
- Match pictures and phrases descriptive of systems or processes with vocabulary.
- Respond to WH-questions based on graphic organizers and pictures.
- Identify features of significant periods in history from written statements and timelines.
- Compare data from text and charts.

Writing:

- Write simple sentences or brief responses to selected literature to show factual understanding of the text.
- Write simple sentences to respond to selected literature and connect one's own experience to specific parts of the text.
- Use common verbs, nouns, and high frequency modifiers in writing simple sentences.
- Create a draft of a paragraph by following an outline.
- Use simple sentences to create a draft of a short essay that follows an outline.
- Write an increasing number of words and simple sentences appropriate for language arts and other

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content areas (e.g., mathematics, science, history-social science).

- Write expository compositions (e.g., descriptions, comparison and contrast, and problem and solution) that include a main idea and some details in simple sentences.
- Collect information from various sources (e.g., dictionary, comma, library books, and research materials) and take notes on a given topic.
- Proceed through the writing process to write short paragraphs that contain supporting details about a given topic.
- Complete simple informational documents related to career development (e.g., bank forms, and job applications).
- Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).
- Revise writing, with teacher's assistance, to clarify meaning and improve the mechanics and organization.
- Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms.
- Respond to and initiate e-mails, messages, postcards, or notes to friends.
- Use spellchecker and dictionaries.
- Produce notes and construct charts to convey information.
- Express opinions or reactions to current events or issues.
- Extract key phrases or sentences from written text.
- Use graphic organizers to plan writing, convey information, describe functions (e.g., of governments), and compare features (e.g., of historical periods).
- List key phrases or sentences from discussions.
- Produce tables, charts, or graphs from authentic data sources.
- Make generalizations related to data presented in graphs, tables, or charts, depicting practical situations.
- Label diagrams.
- Outline the contributions of significant individuals.
- Plot and describe results of surveys.

What will the students learn?

- Asking and answering follow-up, open-ended questions: questions/answers, sentence structures
- Asking and answering questions: questions/answers using do, does, did, sentence structures, questions/answers using present progressive tense verbs
- Checking predictions: sentence structures
- Comparing and contrasting: comparatives, superlatives, sentence structures, conjunctions, comparative structures
- Connecting ideas and describing direction/location: prepositions, sentence structures, conjunctions (however, because), phrases (e.g., for example, such as)
- Describing actions and states of being: present and present progressive tense verbs, future tense verbs, past tense verbs
- Describing frequency: adverbs (always, never, often, sometimes)

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Aligned to WIDA English Language Development Standards

Course Title: English as a Second Language

- Describing how or when: adverbs (e.g., again, almost, bravely, heroically, honestly), formula phrases with “very”
- Describing people, places, and things: adjectives
- Describing time: sequence words, prepositions, sentence structures
- Expressing preferences: questions/answers using do, sentence structures
- Identifying opposites: adjectives, verbs, prepositions
- Making connections: sentence structures, conjunctions
- Making statements and asking and answering questions: statements and questions and answers with there is/there are
- Naming people, places, and things: nouns, plurals
- Using academic language: sentence structures
- Using idiomatic language: idioms
- Using social language: sentence structures
- Figurative/idiomatic language: to jump at the chance; to work like a dog; to rise and shine; to pig out; don't be a chicken; pity party; straight from the horse's mouth

Formative Assessments:

- Observing student progress
- Class assignments
- Writing assignments
- Portfolio evaluation

Summative Assessments:

- Chapter tests for evaluation of listening, reading, speaking, and writing
- Portfolio evaluation
- Unit reviews

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Aligned to WIDA English Language Development Standards

Course Title: English as a Second Language

Suggested Learning Activities:

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

- Complete KWL charts
- Take notes from oral and written instructions
- Restate, summarize, describe, and/or paraphrase information acquired through reading and listening and present information (visually, orally, and/or in writing)
- Participate in daily conversations using targeted language forms and vocabulary
- Listen and respond to commands
- Define and apply target vocabulary orally and in writing using targeted language forms and functions
- Listen to a passage and respond to reading comprehension questions
- Complete a self-assessment of learning
- Responding to social courtesies given orally
- Role play various social and academic scenarios
- Create an assessment portfolio

Curriculum Development Resources:

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Unit literature collection as provided in the Champion of IDEAS Reader, Red Level (Beginning – Early Intermediate)

Additional Reading Selections From the *Champion* Library:

Explore America: The 20th Century

Explore Geography Picture Dictionary

People and Stories in American History: A Historical Anthology

Renaissance Artists Who Inspired the World