

RUTHERFORD PUBLIC SCHOOLS
RUTHERFORD, NEW JERSEY 07070

COURSE TITLE
ENGLISH AS A SECOND LANGUAGE

LENGTH
FULL YEAR
GRADES K-12

DEPARTMENT
ENGLISH AS A SECOND LANGUAGE

PRIMARY CONTENT:
ENGLISH AS A SECOND LANGUAGE

EMBEDDED CONTENT
CAREER READINESS, LIFE LITERACIES AND KEY SKILLS
INITIAL BOE APPROVAL DATE (BORN ON)
AUGUST 22, 2022

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English as a Second Language

INTRODUCTION

The English as a Second Language (ESL) program in the Rutherford Public School District addresses the needs of students of all ages who do not speak English, those whose accents and limited vocabulary require English development and those whose knowledge of English, acquired in other countries, requires additional English language instruction. The goals of the ESL program are to enable these students to acquire proficiency in English language skills essential for academic success in the classroom and social integration with their peers. They do this by focusing on listening, speaking, reading and writing skills. Students also develop awareness and understanding of American culture and practices.

OBJECTIVES

The curriculum targets the Language Proficiency Standards which link New Jersey Student Learning Standards for language arts literacy and the five levels of English language proficiency.

In the following chart, each section addresses one of the four domains of language acquisition. The NJ English Language Proficiency Standards are identified beneath each title. These standards are aligned with The NJ Language Arts Literacy Standards which are identified in bold print as Cumulative Progress Indicators.

The classroom curriculum objectives are listed under Objectives; methodologies are identified as Instructional Strategies; Assessments are noted as such; Proficiency Levels are determined by the following benchmarks.

New Jersey Student
Learning Standards

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills

Practices

CRLKSP1: Act as a responsible and contributing community member and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRLKSP2: Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRLKSP3: Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRLKSP4: Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRLKSP5: Utilize critical thinking to make sense of problems and persevere in solving them.

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRLKSP6: Model integrity, ethical leadership and effective management.

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions and attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity and organizational culture.

CRLKSP7: Plan education and career paths aligned to personal goals.

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRLKSP8: Use technology to enhance productivity, increase collaboration and communicate effectively.

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRLKSP9: Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standard 9.1 Personal Financial Literacy

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.

9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

Standard 9.2 Career Awareness, Exploration, Preparation, and Training

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.8: Identify risks that individuals and households face.

Standard 9.4 Life Literacies and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

The English Language Developmental Standards – WIDA

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The Features of Academic Language include the dimensions of Discourse (Linguistic Complexity), Sentence (Language Forma and Conventions), and Word/Phrase (Vocabulary Usage).

PROFICIENCY LEVELS

The English language proficiency levels reflect students' academic and language proficiencies in each of the following domains - listening, speaking, reading and writing.

The acquisition of language can be divided into six proficiency levels: entering, emerging, developing, expanding, bridging, and reaching.

1. Entering describes students who know and use minimal social language and minimal academic language with visual and graphic support;
2. Emerging describes students who know and use some social English and general academic language with visual and graphic support;
3. Developing describes students who know and use social English and some specific academic language with visual and graphic support;
4. Expanding describes students who know and use social English and some technical academic language;
5. Bridging describes students who know and use social and academic language working with grade level material; and
6. Reaching describes students who know and use social and academic language at the highest level measured by this test.

LISTENING

Students will be able to aurally comprehend spoken English in both a social and school setting.

Cumulative Progress Indicators	Objectives	Instructional Strategies	Assessments	Proficiency Levels
A. Active Listening				
<i>Demonstrate active listening behaviors in a variety of situations for a variety of purposes.</i>				
1. Listen fully to understand instructions or daily messages.	Respond non-verbally to instructions or daily messages,	Modeling Questioning	Teacher observation Student response	1
2. Listen to familiar text to track print.	Students will listen to a story to begin tracking print,	Modeling	Teacher observation Student response	1
3. Listen to rhymes and songs to begin to develop an understanding of letter sound relationships.	Students will use songs to understand the letter/sound relationships. Begin with initial and final sounds.	Music and dance with gestures	Teacher observation Student response	1
4. Listen to a spoken word to produce another word that rhymes with it.	Students will recognize words that rhyme,	Rhythm/rhyme Music/chants	Teacher observation Student response	1
5. Listen to identify main characters and events in stories.	Students will identify elements in a story.	Read aloud Discussion	Teacher observation Student response	2
6. Paraphrase information shared by others.	Students will paraphrase information on familiar topics and in academic areas.	Discussion Summarizing Paraphrasing	Teacher observation Oral response	3
7. Exchange information through verbal and nonverbal messages.	Students gather information through inferences on familiar topics and in academic content areas.	Modeling Discussion Questioning	Teacher observation Student response Student performance	3

8. Connect messages heard to prior knowledge and experience.	Students will understand standard speech delivered in authentic settings with repetition and rewording.	Modeling Discussion	Teacher observation Student response	4
9. Distinguish different types of speech.	Students will understand a variety of speech samples (jokes, riddles, warnings).	Modeling Role playing	Student performance	4
10. Evaluate the effect of a speaker's language and speaking style on an audience.	At the appropriate grade level, students will critique or evaluate others in a group giving a presentation.	Listening techniques Evaluation list	Teacher observation of student evaluation	5
11. Gain an appreciation of the rich and varied language of literature.	Students will listen to a story or poem and recognize the variety of language used.	Read aloud Classic literature Poetry	Student descriptions of language genres	6

***B. Listening Comprehension
Demonstrate the ability to listen in order to predict, recall and discuss information, follow oral instructions, identify story elements.***

1. Listen attentively to books teacher reads to class.	Students will be able to listen attentively as teacher reads aloud.	Read aloud Taped stories	Teacher observation	1
2. Follow one and two step oral instructions.	Given a simple command, students will respond appropriately.	Teacher commands Modeling	Teacher observation Student response	1
3. Follow two-three step directions.	Student will follow multi-step directions.	Modeling Discussion Command	Teacher observation Oral response Student performance	3
4. Answer simple questions about about books read aloud.	Students will respond to questions about a story with a yes/no response.	Questioning Discussion	Teacher questions Oral response	1
5. Listen to identify main characters and events in stories.	Students will identify elements in a story.	Read aloud Discussion	Teacher observation Student response	2

6. Listen to make predictions about about stories read aloud.	Students will make simple predictions.	Discussion	Teacher observation Student response	2
7. Recall information from listening to stories.	Students will recall limited information from stories.	Discussion	Teacher observation Student response	2
8. Listen to a story read aloud and summarize main ideas.	Students will separate main ideas from supporting details after listening to a story.	Read aloud Discussion Summarizing	Teacher observation Student response	3
9. Retell, reenact, or dramatize stories.	Students will dramatize parts of a story or reading selection.	Use subject area texts to tell a story via role playing or dramatization	Dramatization Role playing	4
10. Demonstrate listening competence through comprehension of a story interview, and oral report.	After listening to someone speak, student will be able to understand by participating in discussions.	Discussion Questioning	Student response	4
11. Develop listening strategies to understand what is heard.	Students will ask questions to demonstrate understanding of what is heard.	Discussion Questioning	Student questions and responses	4
12. Make inferences based on an oral report or presentation.	With repetition and rephrasing students will understand inferences in spoken language.	Discussion Oral projects (using inferences)	Students oral projects	4
13. Interpret and apply information to new situations and in solving problems.	Students will handle problems by listening and extracting detailed information.	Listening techniques Discussion/debate	Teacher observation	5,6

SPEAKING

Students will be able to speak English in both a social and school setting.

Cumulative Progress Indicators	Objectives	Instructional Strategies	Assessments	Proficiency Levels
A. Discussion				
<i>Demonstrate the ability to engage in oral discourse in paired, small group or whole class activities to convey ideas</i>				
1. React to stories, poems and songs.	Students will react no-verbally to songs.	Music/dance Gestures	Teacher observation	1
2. Stay focused on a topic of discussion.	Students will stay attentive while others speak.	Modeling	Teacher observation	1
3. Participate in full class, group and pair discussions.	Students will share experiences in a social/academic setting.	Discussion Modeling	Teacher observation	2
4. Listen and follow a discussion in order to contribute appropriately.	In a social setting, students will engage in limited conversations with peers/adults.	Informal conversations	Teacher observation Student models	2
5. Speak in complete sentences.	Using present tense and basic speech patterns, students will speak in sentences.	Modeling Role-playing	Teacher observation Oral responses	2
6. Take turns when speaking in a group.	Students will understand that American culture requires one speaker at a time.	Modeling Role-playing	Teacher observation Student modeling	2
7. Offer personal opinions and retell personal experiences.	Students will contribute independently to discussions.	Modeling Discussion/debate	Teacher observation Oral response	3
8. Elaborate on experiences and ideas.	Students will rely on familiar phrases and gestures when contributing to discourse	Modeling Discussion/debate Gestures	Teacher observation Oral response	3

9. Role play situations and dramatize story events.	After listening to a story, students will dramatize events	Read aloud Role-play/drama Art work	Teacher observation Student performance	3
10. Listen and follow a discussion in order to contribute appropriately.	Students will deal with communication situations with confidence but may need help producing the language.	Discussion/debate	Teacher observation Student performance	4
11. Stay focused on topic.	While in group setting, students will stay on topic while speaking.	Discussion/debate	Teacher observation Oral response	4
12. Support an opinion with details.	Students will give opinions with supporting details from experience.	Discussion/debate	Teacher observation Oral response	4
13. Participate in conversation with peers and adults.	Students will engage in social communication with confidence and mastery of complex language structures.	Discussion/debate Conversation	Teacher observation Oral response	5,6
14. Accept opinions of others and respond appropriately.	Students can use speech to evaluate and critique while taking the listener's perspective into account.	Discussion/debate	Teacher observation Oral response	5,6

***B. Questioning (Inquiry) and Contributing
Demonstrate the effective use of a variety
of questions and responses***

1. Express likes, dislikes, needs.	Students will attempt to engage in discussions.	Gestures Questioning	Teacher observation Oral response	1
2. Ask question to clarify meaning.	Students will react in a nonverbal way to people, feelings & events.	Gestures	Teacher observation Gesture response	1
3. Share in conversations with others.	Relying on gestures & nonverbal cues, students will converse with other on a limited basis.	Modeling Gestures	Teacher observation Student models	2
4. Use oral language to extend learning.	In academic settings, students will use what they have learned to extend their learning.	Questioning Flash cards Multimedia tools	Teacher observation Oral testing to reflect understanding	2
5. Ask for explanation to clarify meaning.	Students will make simple requests for clarification.	Discussion Questioning	Teacher observation Student models	2

6. Respond to ideas and questions.	Students will respond to original questions.	Discussion Questioning	Teacher observation Peer questioning Oral response	3
7. Ask and answer various types of questions.	Students will form simple questions with appropriate form and structure.	Discussion Questioning	Teacher observation Questioning	3
8. Restate to demonstrate understanding.	Students will rephrase a variety of speech samples and diverse forms of English	Discussion Modeling	Teacher observation Restate information	4
9. Identify a problem and simple steps for solving problems.	Across the curriculum, students will identify problems and solutions for them.	Discussion Modeling	Teacher observation Student performance	4
10. Use interview techniques to develop inquiry skills.	Students will give an interview and present findings to group.	Questioning Interview models	Student performance	5
11. Use speech to construct meaning by listening to others, reflecting on thought processes and integrating knowledge.	Students will speak correctly to comprehend and participate in academic conversations.	Discussion/debate Listening techniques Modeling	Teacher observation	5
12. Demonstrate effective use of a variety of questions, including literal, inferential and evaluative questions.	Students will effectively ask questions in different situations.	Discussion Questioning Modeling	Teacher observation Oral response	5,6

C. Word Choice

Demonstrate the ability to use developmentally appropriate vocabulary

1. Use primary language for clarification.	Students will use mother tongue to clarify.	Oral response	Oral response	1
2. Use new vocabulary learned from shared literature and classroom experiences.	Students will use new vocabulary taught in class during other times of the day.	Flash cards Questioning	Teacher observation Oral response	1
3. Suggest rhyming words during word play, songs or oral reading.	Students will use rhymes in social and academic settings.	Modeling Music/dance Flash cards	Teacher observation Oral demonstration Performance based test	2

4. Use descriptive words to clarify and extend ideas.	Students will use speech to clarify ideas and concepts, distinguish and summarize on familiar topics.	Discussion/debate Modeling	Teacher observation Oral response	3
5. Recognize and discuss how authors use words to create vivid images.	Students will see how an author uses adjectives to create an image.	Read aloud Modeling	Questioning Oral response	3
6. Use new vocabulary and figurative language learned from literature and	Students will use some idiomatic phrases appropriately.	Modeling	Teacher observation Oral response	3
8. Adapt language to persuade, explain or seek information.	Students will use vocabulary to communicate precisely with appropriate purpose.	Discussion/debate	Oral demonstration	4
9. Use figurative language purposefully in speaking situations.	Students will speak on topic using idiomatic phrases, and tense.	Discussion/debate	Oral demonstration	4
10. Select and use suitable vocabulary to fit a range of audiences.	Students will speak appropriately to a variety of audiences.	Role-playing	Teacher observation	4
11. Use convincing dialogue to role-play short scenes involving familiar situations or emotions.	Students will role-play different social situations.	Modeling Role-playing	Student performance	5
12. Use varied word choice to clarify, illustrate and elaborate.	Students will use spoken language of content areas to persuade, clarify, hypothesize and elaborate.	Discussion/debate Integration of vocabulary across the curriculum.	Teacher observation Student performance	5,6

D. Oral Presentation

Demonstrate the ability to speak for a variety of audiences and purposes

1. Sing familiar songs and rhymes to to promote oral language development.	Students will sing songs and recite poems to promote oral language.	Music/dance Multimedia	Teacher observation Student performance	1
2. Use appropriate social conventions of language.	Students will use basic survival phrases to function in a school/ social setting.	Questioning Asking permission Modeling	Teacher observations Student response Q&A	1

3. Participate in choral reading to develop phonemic awareness, oral language and fluency.	Students will participate in choral reading to develop articulation and fluency.	Read aloud Literacy	Teacher observation Student performance	2
4. Recite poems, stories or rhymes orally.	Students will recite simple poems/nursery rhymes to the class.	Choral reading Rhythm/rhymes	Teacher observation Oral presentation	3
5. Retell a story to check for understanding.	Students will retell stories with detail.	Modeling Retelling techniques	Teacher observation Student performance	3
6. Participate in a dramatization or or role-play.	Students will role-play different situations or story events.	Drama Role-playing subject texts	Student performance	4
7. Begin to understand the importance of looking at a speaker.	As students begin oral presentations, they will understand that they should look at the audience.	Modeling Individual/group projects	Student performance	4
8. Talk about an experience or work sample in front of a small group.	Students will read a report or or story to the group.	Modeling Individual/group projects	Student performance	4
9. Read aloud from developmentally appropriate texts with attention to expression.	Students will be aware of their expression as they read aloud to the group.	Modeling	Student performance	4
10. Use pictures to support an oral presentation.	Students will follow a process a of organization and use a variety of sources.	Modeling Projects Charts/graphs Art work	Student performance	4
11. Speak for a variety of audiences and purposes.	Students will speak appropriately to a variety of audiences with fluency, rhythm and pace.	Modeling Oral presentation techniques	Student performance	5
12. Prepare, rehearse and deliver a formal presentation in logical order including an opening, supportive details and a closing statement.	Students will give a presentation that follows a process of organiza- tion and uses a variety of sources on an unfamiliar topic.	Modeling Oral presentation techniques	Oral presentation	5
13. Use notes, visual aids, media and/or technology to support oral communication.	Students will use their notes or or visual aids to help with their presentation.	Modeling Oral presentation techniques	Oral presentation	5

14. Maintain audience interest incorporating volume, pacing and enunciation.	Students will use pronunciation patterns that do not interfere with communication.	Modeling Oral presentation techniques	Oral presentation	5
15. Acknowledge a speaker through eye contact and use appropriate verbal response and questions to clarify the speaker's message.	Students will speak appropriately using good eye contact and responding to questions for clarification.	Modeling Questioning Oral presentation techniques	Teacher observation Student response	5
16. Incorporate peer feedback and teacher suggestions for revisions in content.	Students will use feedback to revise and improve presentations.	Conferencing Oral presentations	Teacher observation Student performance	5

READING

Students will be able to read (decode and comprehend) texts for recreational and academic purposes.

Cumulative Progress Indicators	Objectives	Instructional Strategies	Assessments	Proficiency Levels
<i>A. Concepts About Print</i> <i>Identify and explain text features that contribute to comprehension.</i>				
1. Realize that speech can be recorded in words and separated by spaces.	While interacting with others, students will recognize their names.	Modeling	Teacher observation	1
2. Distinguish letters from words.	Students will identify letters in isolation	Games, puzzles Music	Teacher observation Oral response Questioning Flash cards	1
3. Recognize that words are separated by space.	Students will track each word as as someone reads.	Read aloud Modeling	Teacher observation Student models	1
4. Follow words left to right and top to bottom.	Students will demonstrate how to read a book as well as follow as teacher reads.	Read aloud Modeling	Teacher observation Student models	1
5. Recognize that print represents spoken language.	Students will recognize that print represents spoken language.	Flash cards Modeling Labeling	Flash cards	1
6. Match oral words to printed words.	Students will understand sounds, letters and words.	Flash cards Modeling	Teacher observation Student models	1
7. Practice reading print in the environment at school and at home with assistance and recognize it	Students will understand printed form to read signs in a social academic setting.	Read aloud Flash cards Bulletin boards	Teacher observation Oral response	1
8. Locate and identify the title, author, and illustrator of a book or reading	Students will be able to locate and identify the title of a book.	Modeling	Teacher observation Student performance	1

9. Demonstrate understanding of the function of a book and its parts, including front and back and title page.	Students will have some understanding of the parts of a book.	Modeling Discussion	Teacher observation Student models	2
10. Interpret simple graphs, charts and diagrams.	Students will be able to interpret simple charts.	Modeling Discussion	Teacher observation Q&A	2
11. Use titles, tables of contents, and chapter headings to locate information.	Students will use titles, tables of contents or chapter headings to locate information from texts.	Modeling Discussion Text books	Teacher observation Student response	3
12. Recognize the purpose of a paragraph.	Students will discuss the purpose of a paragraph.	Discussion Modeling	Teacher observation Student response	3
13. Develop knowledge about various print formats, including newspapers, magazines, books and reference resources.	Students will learn about print formats.	Modeling Discussion Reference materials	Teacher observation Student performance	4
14. Recognize purposes and uses for print conventions such as paragraphs, punctuation and bold print.	Students will have understanding of the purposes of print.	Modeling Bulletin board	Teacher observation Student performance	4
15. Identify and locate features that support text meaning.	Students will identify maps, charts and illustrations to support text meaning.	Modeling Text books	Teacher observation Student response	4
16. Use a text index and glossary appropriately.	Students will use the index and glossary from text books.	Text books Modeling	Teacher observation Performance tasks	5
17. Identify and use textual and graphic features and organizational structures to comprehend information.	Students will read and comprehend complex grammar and graphic features, including the meaning of varied text structures.	Text books Student writing	Graphic organizers Student writing	5

***B. Phonological Awareness (Includes Phonemic Awareness)
Demonstrate an understanding of phonological awareness and a sense of sound-symbol relationships.***

1. Demonstrate understanding that spoken words consist of sequence of phonemes	Students will be able to understand that words are made up of sounds.	Puzzles	Teacher observation	1
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2. Understand that the sequence of letters in a written word represents the sequence of sounds in a spoken word.	Students will continue to develop an understanding of written/spoken words.	Modeling Discussion	Teacher observation Student response	2
3. Learn one to one letter sound sound correspondence.	Students will recognize one letter sounds at the beginning, middle and end; recognize blends and	Modeling Music Phonics books	Teacher observation Student models Student articulation	2
4. Given a spoken word, produce another word that rhymes with it.	Students will begin to explore rhyming words to help them read unfamiliar word in text.	Rhyme/rhythm Read aloud Music/nursery rhyme	Music/jingles Teacher observation Student performance	2
5. Demonstrate a sophisticated sense of sound/symbol relationships, including all phonemes.	Students will recognize and use all phonics skills correctly.	Modeling Paired reading Phonics books	Teacher observation Student performance Oral reading	3

***C. Decoding and Word Recognition
Demonstrate an understanding of decoding and word recognition through letters/sound correspondence, structural analysis and word study skills.***

1. Recognize some words by sight.	Students will begin to identify words by sight.	Flash cards Labeling	Flash cards Oral response	1
2. Recognize and name most uppercase and lowercase letters of the alphabet.	Students will recognize the English alphabet.	Music/games Flash cards	Flash cards Oral response	1
3. Recognize and read one's name.	Students will read their names in different types of settings.	Modeling Name tags	Teacher observation	1
4. Identify all consonant sounds including blends and digraphs.	Students will recognize all sounds including blends and digraphs.	Modeling Music Phonics books	Teacher observation Student models Student articulation	2
5. Recognize and use rhyming words to reinforce decoding skills.	Students will use rhyming words to help them read unfamiliar words.	Rhyme/rhythm Read aloud Nursery rhymes	Teacher observation Sing jingles Student performance	2
6. Decode regular one syllable words and nonsense words.	Students will use phonetic knowledge to decode one syllable words.	Music Phonic books	Teacher observation Student performance	2

7. Recognize high frequency words in and out of context.	Students will use high frequency words in social/academic situations.	Bulletin board List of words	Teacher observation Student response	2
8. Decode unknown words using context clues.	Students will use context clues to identify words.	Discussion Student experience Text books	Teacher observation Student response	2
9. Decode regular multi-syllable words and parts of words.	Students will decode unfamiliar words in their reading selection.	Modeling Paired reading	Teacher observation Student performance	3
10. Read many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common	Students will use phonic skills to read a selection.	Modeling Paired reading Text books	Teacher observation Student performance	3
11. Use context to accurately read words with more than one pronunciation.	Students will know when to read words appropriately according to sentence structure.	Modeling Selected reading	Teacher observation Student performance	3
12. Recognize compound words, contractions, and common abbreviations.	Students will recognize and use compounds, contractions in the past, present and future and also common abbreviations.	Modeling Discussion Text books	Teacher observation Matching test	3
13. Interpret and use new words correctly.	Students will refer to word parts and origins to interpret vocabulary.	Discussion Vocabulary lists	Teacher observation Student response	4
14. Use a dictionary, context clues or knowledge of phonics, syllabication, prefixes and suffixes to decode new words	Students will use a dictionary and use their knowledge of phonics and structural analysis to decode words.	Resource materials Discussion	Teacher observation Student model	5

D. Fluency

Read orally and silently with comprehension and fluency.

1. Attempt to follow along in book while listening to a story read aloud.	Students will follow along in book by pointing while someone reads	Read aloud Books on tape	Teacher observation	1
2. Listen and respond attentively to literary texts and functional texts.	Students will listen attentively to different types of texts and will respond in a nonverbal way.	Read aloud Use gestures	Teacher observation	1

3. Practice reading behaviors such as retelling, reenacting, or dramatizing stories	Students will recognize speech patterns when others read.	Modeling Role-playing Familiar stories	Teacher observation Oral demonstrations	2
4. Read aloud with proper phrasing, inflection and intonation.	Students will read aloud with the proper phrasing, inflection and intonation.	Modeling Choral reading	Teacher observation Student performance	3
5. Answer questions correctly that are posed about stories read.	Students will answer comprehension questions.	Read aloud Discussions	Teacher observation Student response	4
6. Pause at appropriate end points.	Students will read different types of sentences appropriately.	Modeling Choral reading	Teacher observation Student response	4
7. Employ learned strategies to determine if text makes sense without being prompted.	Students will comprehend the content of most texts of interest to students at these grade levels, but with support.	Scanning Skimming Criticalreading	Teacher observation Oral reading	4
8. Recognize words accurately and and with ease so that a text sounds like spoken language when read aloud.	Students read with the right stress intonation, pace and rhythm.	Read aloud Paired reading	Student model	5
9. Read at different speeds using scanning, skimming or careful reading as appropriate.	Students will scan or skim a passage for information.	Skimming Scanning Questioning	Teacher observation Student response	5
10. Read silently for the purpose of increasing speed, accuracy, and and reading fluency.	Students will read familiar material to increase fluency.	Chapter books Favorite passages	Teacher observation	5

E. Reading Strategies

Acquire and apply reading strategies before, during, and after reading.

1. Begin to track or follow print when listening to a familiar text.	Given a simple story, students will attempt to follow the reader.	Teacher models with finger Peer models with pointer	Teacher observation	1
2. Use picture clues to aid understanding of story content.	Students will use pictures in their story to understand basic content.	Teacher modeling Gestures	Teacher observation Q & A	1

3. Use prior knowledge to make sense of text.	Students will demonstrate prior knowledge to understand text.	Discussion Integration of curriculum	Teacher observation Student response	2
4. Return to the beginning of the sentence and try again.	Students will reread a sentence to better understand.	Modeling Text books	Teacher observation Student model	2
5. Think ahead and make simple predictions about text.	Students will make predictions after reading the text.	Discussion Reading process Context clues	Q & A Student response	2
6. Use pictures and context clues to assist with decoding of new words.	Students will check for meaning and decode new material.	Discussion Modeling Q & A	Teacher observation Student response	3
7. Monitor reading by using comprehension strategies.	Students will search for clues to to monitor their understanding.	Discussion Questioning	Teacher observation Student response	3
8. Develop and use graphic organizers to build on experiences and extend learning.	Student will begin to experiment with graphic organizers to understand text.	Discussion Graphic representation	Comprehension test	3
9. Begin to apply study skills strategies to assist with retention and new learning.	Students will use survey, questions, and read to retain	Discussion Questioning	Questioning Student response	3
10. Use knowledge of word meaning, language structure, and sound/symbol	Students will check for understanding when using linguistic	Discussion Questioning	Teacher observation Q & A	4
11. Identify specific word meanings in context of reading passages.	Students will have greater accuracy in interpreting text.	Skimming Highlighting	Teacher observation Student model techniques	4
12. Select useful visual organizers before, during and after reading to organize information.	Students will use graphic organizers to help understand and organize information being read.	Venn diagrams Story maps Charts	Teacher observation Student performance	4
13. Activate prior knowledge and anticipate what will be read or heard.	Students will use prior knowledge to predict effectively.	Discussion	Teacher observation	5
14. Integrate all prior reading strategies to read with comprehension in all areas.	Students will use all reading strategies according to need.	Discussion	Teacher observation	5,6

F. Vocabulary and Concept Development
Develop appropriate vocabulary and concepts according to subject area and content.

1. Develop a vocabulary through meaningful, concrete experiences.	Students will recognize basic vocabulary for a beginner.	Music Role playing	Oral response Matching test	1
2. Identify and sort words in basic categories.	Students will classify vocabulary taught in class.	Discussion Bulletin board Graphic organizers	Oral response Flash cards Matching test	1
3. Explain meanings of common signs and symbols.	Students will give one word meaning to common signs seen in their environment.	Pictures Flash cards	Oral response Matching test	1
4. Use new vocabulary and grammatical construction in own speech.	Students will use their new vocabulary to speak in the present tense.	Modeling Flash cards	Teacher observation Student models Oral response	1
5. Continue to develop vocabulary through meaningful, concrete experiences.	Students will continue to develop vocabulary appropriate for social and academic settings.	Music/dance Role playing Discussion	Teacher observation Student performance	2
6. Identify and sort words in basic categories.	Students will classify new vocabulary.	Discussion Charts	Teacher observation Matching test	2
7. Explain meaning of common signs.	Students will identify signs used in math.	Text books Flash cards	Matching test Flash cards	2
8. Use new vocabulary and grammatical construction in own speech.	Students will use vocabulary relying on one form of a verb when speaking.	Modeling Pattern sentences	Teacher observation Student models	2
9. Use and explain common antonyms and synonyms.	Students will recognize and use common antonyms and synonyms.	Modeling Flash cards	Teacher observation Matching	2
10. Develop vocabulary.	Students will learn a set amount of oral vocabulary.	Spelling techniques Flash cards	Matching test	3
11. Begin to use dictionary with assistance from teacher.	Students will begin to use the dictionary to find the meaning and part of speech so they can write original sentences.	Modeling Alphabetical order	Student performance	3

12. Infer specific word meanings in the context of reading passages.	Students will understand texts with less dependence on context background knowledge, and more on language features and structure.	Inference Reading process Root words Prefixes/suffixes	Teacher observation Student performance	4
13. Expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings in their speaking and writing experiences.	Students will provide a more accurate relationship between elements in the topic using idiomatic phrases.	Discussion	Student projects	4
14. Use new vocabulary and grammatical construction in own speech.	Students will engage in conversation using their new vocabulary and grammar.	Modeling Discussion	Teacher observation	5
15. Use a thesaurus to identify alternative word choices and meaning.	Students will use a variety of reference materials to improve their word choice and meaning in reading and writing.	Reference materials Discussion	Teacher observation Performance tasks	5

G. Comprehension Skills and Response to Text

Develop basic reading comprehension skills using context and visuals to construct meaning.

1. Respond or draw a conclusion to a variety of stories through movement, art, music and drama.	Students will respond to a story that they hear using movement, art and music.	Music/dance Art work	Teacher observation Student models	1
2. Verbally identify the main character, setting, and important events in a story read aloud.	Students will identify the main character and setting of a story.	Questioning Gestures	Oral response Art work	1
3. Participate in shared reading experiences.	Students will participate in shared reading experiences in the classroom & library.	Discussion Gestures	Teacher observation Oral response Gestures	1
4. Draw simple conclusions from information gathered from pictures, print and people.	Students will draw a conclusion from text pictures.	Discussion Art work/pictures	Teacher observation	2

5. Make simple inferences.	Students will make a simple inference after reading the material more than once.	Discussion Read aloud Reading process	Teacher observation Q & A Oral response	2
6. Respond to a variety of poems and stories through movement, art, music and drama.	Students will respond to simple stories and poems.	Music/dance Role playing Art work	Teacher observation Student performance Oral presentation	2
7. Verbally identify the main character, setting and important events in a story read aloud.	With assistance, students will identify main elements in a short story.	Discussion Read aloud	Teacher observation Oral response	2
8. Identify favorite books.	Students will identify their favorite story after listening to many.	Read aloud Books on tape	Teacher observation Student response	2
9. Demonstrate familiarity with genres of text, including storybooks, expository texts, poetry and newspapers.	Students will show familiarity with storybooks, some expository texts, and some poetry.	Modeling Discussion Compare/contrast	Teacher observation Venn diagrams	3
10. Sequence information learned from text into logical order to retell facts.	Students will retell information with more detail.	Graphic organizers Discussion	Q & A Student response	3
11. Read regularly in independent level materials.	Student will show interest in independent reading.	Student journals Reading selections	Book reports	3
12. Distinguish cause/effect, fact/opinion, main idea/supporting details in interpreting texts.	Students will find the cause and effect and the main idea and supporting details in reading.	Modeling Questioning Discussion	Q & A Student response	3
13. Compare/contrast story plots, characters, settings and themes.	Students will recognize story elements by using graphic organizer.	Graphic organizers	Graphic organizers	3
14. Engage in silent independent reading for specific purposes.	Students will interpret text based on an understanding of the purpose of the text.	Paired reading Text books Chapter books	Student performance	4
15. Make inferences and support them with textual information.	Students will make inferences with textual information.	Questioning Subject texts	Teacher observation	4
16. Respond to text by using how, why and what if questions.	Students will show comprehension of text by asking questions.	Text books Chapter books	Student performance Book reports	4
17. Summarize major points from fiction and nonfiction texts.	Students will be able to summarize passages.	Modeling Discussion	Student performance	4

18. Participate in creative responses to texts.	Students will dramatize a portion of their reading text.	Role play Group projects	Student performance Oral presentation	4
19. Recognize how authors use humor, sarcasm and imagery to enhance meaning.	Students will recognize meaning as intended by the writer and understand a variety of genres.	Modeling Discussion	Student projects	5
20. Discuss underlying theme or message in interpreting fiction.	Students will identify the theme through the ability to interpret text based on an understanding of the text.	Discussion Debate	Teacher observation Student response	5
21. Read and comprehend both fiction and nonfiction.	Students will understand meaning from a range of texts.	Fiction/nonfiction texts Paired reading	Student response Q & A	5,6

H. Inquiry and Research
Develop inquiry and research skills by gathering information from a variety of sources.

1. Locate information using alphabetical order.	Students will explore information found in encyclopedias, atlas, dictionaries with assistance.	Modeling Discussion	Teacher observation Student performance	3
2. Ask and explore questions related to a topic of interest.	Students will ask appropriate questions across the curriculum.	Discussion Activities	Teacher observation	3
3. Draw conclusions from information and data gathered.	Students will draw conclusions from materials across the curriculum.	Math patterns Lifecycles Research	Student performance	3
4. Be exposed to and read a variety of fiction and nonfiction.	Students will read or be exposed to a variety of genre according to proficiency level.	Library	Student performance	3
5. Read a variety of nonfiction and fiction books and produce evidence of reading.	Students will read nonfiction and fiction books and produce a book report or project.	Chapter books Group projects	Student projects Book reports	4
6. Read independently and research topics using a variety of materials to satisfy personal, academic and social needs.	Students will do simple research of specific topics through internet as well as encyclopedias.	Multimedia tools Group projects	Student projects Book report	4

7. Investigate a favorite author and produce evidence of research.	Students will research author and write a report to present to the class.	Reference materials Library resources	Student projects	5
8. Read independently and research topics using a variety of materials to satisfy personal needs and produce evidence of reading.	Students will research topics via internet and printed materials then produce a report on the topic.	Multimedia tools Charts Modeling	Student projects	5
9. Summarize and organize by taking notes, outlining ideas and/or making charts.	Students will follow research techniques to summarize information on a topic.	Modeling Outlining Charts Student writing	Student created research materials	5
10. Read and compare at least two books related to the same genre, topic, or subject and produce evidence of reading.	Students will take two books and compare and contrast the genre, central idea, characters, themes, plots, settings.	Venn diagrams Student writing	Student projects	5,6

WRITING

Students will be able to write for personal and academic purposes.

Cumulative Progress Indicators	Objectives	Instructional Strategies	Assessments	Proficiency Levels
A. Writing as a Process <i>Demonstrate writing as a process using prewriting, drafting, revising editing and publishing.</i>				
1. Recognize that thoughts and talk can be written down in words.	Students will recognize that thoughts can be written down by observing teacher.	Modeling Games	Teacher observation	1
2. Observe the teacher modeling writing.	Students will be able to observe others writing.	Modeling	Teacher observation	1
3. Write (print) own first and last name.	Students will spell and write their their full names.	Modeling	Teacher observation	1
4. Generate and share ideas and experiences for a story.	Students will share ideas for a story through art work.	Modeling Art work	Teacher observation Student performance	2
5. Attempt to put ideas into writing using pictures, developmental spelling or conventional text.	Students will use journals to write simple sentences and drawing to go with their sentences.	Journals Art work Pattern sentences	Teacher observation Student tasks	2
6. Participate in group writing activities.	Students will attempt to participate as a group to write a story.	Bulletin board Group projects	Teacher observation Student generated work	2
7. Begin to sequence story events for writing using pictures, developmental spelling or conventional text.	Student will draw the sequence of a story and write at least one simple sentence for each picture.	Discussion Art work Graphic representation	Teacher observation Student tasks	2
8. Begin to use a basic writing process to develop writing.	Students will write a short, rough, draft for a descriptive paragraph.	Writing process Art work	Teacher observation Display of original writing	2

9. Increase fluency to improve writing.	Students will write ideas more easily.	Modeling Journals	Student writing Journals	3
10. Revisit pictures and writings to add detail.	Students will elaborate on writing.	Journals Recognition of parts of speech	Student writing Journals	3
11. Begin to use simple checklist to improve writing with teacher support.	Students will write descriptive paragraphs using a checklist to determine if writing is acceptable.	Charts/lists Modeling	Student writing Holistic scoring	3
12. Begin to use simple computer writing.	After a rough draft, students will set up the computer to begin typing.	Writing process	Student typed rough draft	3
13. Compose readable first drafts.	Students will write first drafts by skipping lines on the paper.	Modeling Steps of writing process	Teacher observation Student models Writing portfolios	3
14. Use everyday words in appropriate written context.	Students will use familiar words and reference materials to write.	Modeling Reference materials	Student models Writing portfolios	3
15. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions and brainstorming.	Students will write their ideas down for possible future writing projects.	Discussion Lists Journals	Teacher observation Student models	3
16. Develop an awareness of form, structure, and author's voice in various genres.	Students will use a variety of genres as well as produce writing for different audiences.	Discussion Modeling Read aloud	Teacher observation Student writing Writing portfolios	3
17. Generate ideas for writing: hearing stories, recalling experiences, brainstorming and drawing.	Students will express complex ideas in simple language.	Read aloud Journals Artwork	List of ideas Graphic organizers	4
18. Maintain the use of a basic writing process to develop writing.	After brainstorming, students will write in an organized fashion a rough draft, then edit with a copy.	Writing process Journals Conferencing	Student essays	4
19. Use graphic organizers to assist with planning writing.	Students will learn about different types of webs to use with different types of writing. (e.g. sequence, compare/contrast.	Discussion Modeling Graphic organizers	Student models of webs	4

20. Participate with peers to comment on and react to each other's writing.	Students will work with peers in a conferencing session about their writing.	Discussion	Teacher observation	4
21. Revise a draft by rereading for meaning, narrowing the focus, sequencing, detailing, improving openings, closings and word choice.	Students will edit their first draft by rereading, sequencing, adding details and improving openings, closings and word choice.	Conferencing	Teacher observation	4
22. Use reference materials to revise work, such as dictionary or computer.	Students will revise their writing using a dictionary or computer.	Multimedia tools	Teacher observation	4
23. Understand and use a checklist/rubric to improve writing.	Students will use a checklist to show improvement in writing.	Checklist Discussion Conferencing	Teacher observation	4
24. Reflect on own writing, noting strengths and areas needing improvement.	Students will verbalize how they could improve their writing.	Checklist Discussion Conferencing Journals	Teacher observation Student comments	4
25. Engage in the full writing process by writing frequently and for a sustained amount of time.	Students will write in a journal.	Journals	Journals	5
26. Generate ideas for writing through reading and making connections across the curriculum and with current events.	Students will use current events found in the newspapers to write summaries.	Journals Newspapers	Student writing	5
27. Revise drafts by rereading for meaning, narrowing focus, elaborating, reorganizing, creating sentence variety, reworking introductions, transitions and conclusions.	Students will revise their own drafts correctly.	Student writing	Student portfolios	5
28. Review and edit work for spelling, usage, clarity, organization and fluency.	Students will edit for word use, mechanics, and structure and revise for content, organization and vocabulary.	Editing exercises Student writing Writing process	Student writing Student portfolios	5
29. Demonstrate understanding of a scoring rubric to improve and evaluate writing.	Students revise rough drafts by citing rubrics to improve writing.	Rubrics	Student writing	5

30. Compose, revise, edit and publish writing using appropriate word processing.	Students will use the writing process to produce a completed written piece that is typed on a computer.	Writing process Multimedia tools	Published writings	5,6
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***B. Writing as a Product
Create a formal product in a variety of genres by building upon skills and knowledge through the writing process.***

1. Begin to collect favorite work samples to place in personal writing folder.	Students will write short paragraphs that describe person, place and event.	Writing process Student generated work	Teacher observation Student models	2
2. Show and talk about work samples containing pictures, developmental spelling or conventional text.	Students will meet with a teacher to discuss their writing.	Conferencing Reference materials Art work	Teacher observation Student writing	3
3. Produce finished writings to share with class and/or for publication.	Students will use the writing process and checklist to produce paragraphs and a short story.	Writing process Individual projects	Completed student works	3
4. Produce stories from personal experiences.	Students will produce a story with pictures from personal experience.	Writing process Art work	Completed project Oral presentation	3
5. Produce a narrative with a beginning, middle and end.	Students will use graphic organizer to produce a writing sample.	Writing process Art work	Completed project Oral presentation	3
6. Write nonfiction pieces, such as letters procedures, biographies, or simple reports.	Students will write simple texts, personal and business letters, and short reports.	Writing process Art work	Completed project Oral presentation	3
7. Write a descriptive piece, such as a description of a person, place or object.	Students will write a picture paragraph.	Writing process Art work	Completed project Oral presentation	3
8. Write a nonfiction piece and/or simple informational report across the curriculum.	Students will write letters or short essays on a specific topic.	Discussion Student letters	Student project	4
9. Create narrative pieces, such as memoir or personal narrative, that contain description and relate ideas, observations or recollections.	Students will write a narrative that recalls events or experiences in their lives.	Journals Graphic organizers Conferencing	Teacher observation Student writing Oral presentation	4

10. Organize favorite work samples in a writing portfolio.	Each student will be able to organize favorite writings in a portfolio.	Journals Student writings Portfolios	Student writing Portfolios	4
11. Write pieces that contain narrative elements such as short stories, biography or autobiography.	Students will write a short story or biography.	Research Multimedia tools	Student project	5
12. Write reports and non-fiction pieces across the curriculum.	Students will write reports in all subject areas.	Writing process Research techniques	Student reports	5,6
13. Write a range of essays, including persuasive, descriptive, personal or issue-based.	Students will write different types of essays.	Modeling Student writing	Student essays	5,6
14. Develop a collection of writing.	Students will continue to collect writings in a portfolio.	Student writings	Portfolios	5,6

C. Mechanics and Spelling
Use Standard English conventions in all writing (sentence structure, grammar and usage, punctuation, capitalization and spelling.

15. Use letter/sound knowledge in attempting to write some words.	Students will start to write words.	Modeling	Teacher observation	1
16. Recognize and begin to use left-to-right and top-to-bottom direction	Students will recognize direction of the written word.	Modeling Discussion	Teacher observation Student models	1
17. Gain increasing control of penmanship, pencil grip, paper position and beginning strokes.	Students will learn to control the pencil and paper when writing.	Modeling	Teacher observation Student models	1
18. Write all letters of the alphabet	Students will copy all of the letters and eventually write them from memory.	Mode	Teacher observation Student models	1
19. Begin to use basic punctuation and capitalization.	Students will begin to capitalize and use end punctuation.	Discussion Bulletin board	Teacher observation Edit paragraphs	2
20. Apply sound/symbol relationships to writing.	Students will spell words correctly.	Picture/letters Modeling	Student writing Spelling test	2

21. Recognize and apply basic spelling patterns.	Students will use their knowledge of patterns to write.	Modeling Phonics books	Student models Student writing	2
22. Write legibly.	Students will print or use cursive to write neatly.	Modeling Tracing	Teacher observation Student models	2
23. Use a variety of reference materials, such as a dictionary, grammar reference, and internet/software resources to edit.	Students will use a dictionary and the internet to correct their/peer writing.	Reference materials Multimedia tools	Teacher observation Student models	2
24. Use correct end punctuation.	Students will place the proper end punctuation in their writing	Writing process Journals	Teacher observation Student writing	3
25. Use correct spelling of high frequency words.	Students will spell high frequency words correctly.	Writing process Journals	Teacher observation Student writing Spelling tests	3
26. Study examples of narrative and and expository writing to develop understanding of paragraphs and and indentation.	Students will indent and use phrases correctly.	Modeling Discussion Student writing	Teacher observation Student response	3
27. Write legibly in manuscript or cursive.	Students will produce legible samples of writing.	Student writing Handwriting activities	Teacher observation Student writing	3
28. Use standard English conventions that are appropriate for grade level: sentences, punctuation, capitalization and spelling.	Students will show some mastery of word and grammatical structures.	Editing exercises Discussion Language arts exercises	Teacher observation General test items Spelling tests	4
29. Use grade appropriate knowledge of English grammar and usage in writing.	Students will begin to detect and and edit for grammatical structure.	Editing exercises Language arts exercises.	Teacher observation	4
30. Develop knowledge of spelling through use of patterns, structural analysis and high frequency words.	Students will continue to develop a knowledge of spelling.	Charts Spelling lists Bulletin boards	Spelling tests Student writings	4
31. Edit writing for correct grammar, usage, capitalization, punctuation, and spelling.	Students will edit the writings of others as well as their own.	Editing exercises Conferencing	Student writing	5
32. Use a variety of reference materials such as dictionary and software resources.	Students will edit work using a variety of reference materials	Multimedia tools Reference materials	Student writing	5

**D. Writing Forms, Audiences and Purposes
(Exploring a Variety of Forms)
Demonstrate the ability to write
in a variety of forms for different
audiences and purposes.**

1. Communicate personal response to literature through drawing and telling stories.	Students will be able to respond to literature through drawing and stories.	Discussion Art work	Teacher observation	2
2. Produce a variety of writings showing relationships between illustration and printed text.	Students will begin to write in a journal with a simple sentence and illustration.	Journals Art work	Teacher observation Student writing Journal	2
3. Show and talk about favorite work samples with teacher and family.	Students will compile samples of their favorite writing and present it in class.	Student writing	Student portfolios Oral presentation	3
4. Develop fluency by writing daily and for sustained amounts of time.	Students will show improvement in their daily writing.	Conferencing Journals	Student writing	3
5. Write for a variety of purposes.	Students will write to inform, persuade, entertain.	Modeling Student writing	Teacher observation Student writing	4
6. Generate ideas and write on topics across the curriculum.	Students will write on different topics in unified and organized manner.	Graphic organizers Student writing	Teacher observation Student writing	4
7. Use writing as a tool for learning.	Students will reflect on what is being taught.	Learning logs Journals	Teacher observation	4
8. Use reading/technology to support writing.	Students will use the computer to help create a finished product.	Multimedia tools Student writing	Teacher observation Student writing	4
9. When writing persuasive essays, present evidence, examples and justification to support arguments.	Students will write a persuasive essay.	Charts/lists Student writing	Student essays	5
10. Apply knowledge and strategies for composing pieces in a variety of genres.	Students will compose pieces in a variety of genres.	Modeling Student writing	Student writings	5
11. Choose an appropriate organizing strategy such as cause/effect to present a topic or point of view .	Students will use cause/effect or pro/con to present a topic in writing.	Graphic organizers Modeling	Student writing	5

METHODS OF ASSESSMENT

A wide variety of methodologies will be used for student assessment. Most of them already have been cited under the heading, Assessments, in the Objectives section. In addition, each student will also be evaluated annually using the Maculaitis II and NJ ACCESS for ELLs instruments.

CURRICULUM/TEACHER ASSESSMENT

Since curriculum development is an on-going process, the teacher will provide the supervisor with suggestions for changes and updates as this course requires. Teacher assessment will be in conjunction with the results of the NJ ACCESS for ELLs testing.

GROUPING

To qualify for ESL services, students' English language skills are evaluated using a state-approved assessment tool. Students who fail to achieve the state cutoff are entitled to ESL services. All ESL students are grouped heterogeneously according to location. There is no distinction made for grade level or proficiency in this model. There is usually one class in each school.

ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

Students are enrolled in ESL classes from the time they qualify for the program (within ten school days after THEIR entrance into school) until they pass the state mandated test for language proficiency and achieve some level of assimilation into the academic and social mainstream. A student may be in the class for as little as a marking period or as long as several years. It depends on the individual student's language proficiency.

RESOURCES AND TECHNOLOGY

Kindergarten

Reach – Level A National Geographic

Reach – Level A - Student Workbook National Geographic

Reach – Level A – Guided Reading Book Sets National Geographic

Reach – Level A – Big Books Set

Games and Flash Card Sets

Technology

Raz-Kids – Online guided reading program

iPads – Various Applications

ESL Grades 1-3

Technology:

- Star-fall
- Google docs
- Google clip-art
- Google translate

I-Pad:

- Monkey Word
- My Story
- Writing a Narrative
- Kids A-Z
- Kahoot
- Spelling City
- ChatterKid
- Prodigy
- Math Monsters
- Word Match
- *Plus many more app.*

Resources:

- Teacher' Edition ***National Geographic Reach-*** Hampton-Brown Volume 1 and 2
- Cross-Curricular Teamwork Activities (B) ***National Geographic Reach-***science-social studies-math
- ***National Geographic Reach-***Hampton-Brown (2011)-Level A and B
- ***National Geographic Reach-***Hampton-Brown Practice Book (workbooks)
- ***National Geographic Reach-***Hampton-Brown Level B Language Builder Picture Cards.

Big Books:

- ***National Geographic Reach-Sing with Me-***Language Songs-Hampton-Brown

- ***Mystery Bottle*** by, Kristen Balouch
- ***Larry Gets Lost in Seattle*** by, John Skewes and Robert Schwartz
- ***What Do You Do With a Tail Like This?*** By, Steve Jenkins and Robin Page
- ***Guess What I'll Be?*** By, Anni Axworthy

Dictionaries:

- ***My Second Picture Dictionary***-Silver Burdett&Ginn (1985)
- ***The Oxford Picture Dictionary for Kids***-Joan Ross Keyes-Oxford University Press (1998)
- ***The American Heritage***-First Dictionary-Houghton Mifflin (1998)
- ***Word to Word Bilingual Dictionary***-Bilingual Dictionaries, Inc. (2010)

Board Games and flash cards are also used along with manipulatives.

Grades 4-6

Inside Student Textbook– Level A National Geographic

Inside Student Workbook – Level A National Geographic

Word to Word Bilingual Dictionaries Bilingual Dictionaries, Inc.

Technology

Raz-Kids – Online guided reading program

Newsela

iPads – Various Applications

Grades 7-8

Inside Student Textbook– Level B National Geographic

Inside Student Writing Textbook – Level B National Geographic

Inside Student Workbook – Level B National Geographic

Word to Word Bilingual Dictionaries Bilingual Dictionaries, Inc.

Technology

Raz-Kids – Online guided reading program

Newsela

iPads – Various Applications

Grades 9-12

Inside Student Textbook– Level C National Geographic
Inside Student Writing Textbook – Level C National Geographic
Inside Student Workbook – Level C National Geographic
Word to Word Bilingual Dictionaries Bilingual Dictionaries, Inc.

Technology

Raz-Kids – Online guided reading program
Newsela
iPads – Various Applications

ADDITIONAL RESOURCES

Speakers

Guest speakers may enhance the curriculum by providing information from personal experience. Speakers who have been ESL students themselves are most effective.

Translators

Translators from the school district or the community may provide essential assistance in communicating with parents and students. This may only be done legally after parents grant permission in writing.

References

Teacher may contact other staff members and community groups for input regarding academic and cultural information. Branches of the TESOL organization or the WIDA organization may also provide additional direction.

Technology

Students and the teacher will use technology as a research tool and performance tool. Students generally use iPads and/or Chromebooks in the classroom.

Supplies and Materials

Depending on the grade level, the program may require additional technology equipment, art supplies, games and puzzles.

METHODOLOGIES

Methods include, but are not limited to, those cited above as Instructional Strategies within the Objectives framework.

SUGGESTED ACTIVITIES

Suggested activities include a variety of activities to accommodate the learning styles of all students. They may include, but are not limited to, the following:

- Total Physical Response activities
- Teacher modeling
- Peer modeling
- Audio tape recordings
- Read alludes
- Songs/poems
- Directed dialogue
- Dictated drawings
- Games/puzzles
- Video tape recordings
- Journal writing
- Close exercises

INTERDISCIPLINARY CONNECTIONS

The study of English has more meaning and purpose when it is related to school life and the content areas of other disciplines. English language instruction can reinforce or enhance the subject matter which is taught in other curricula. Art and music are frequently employed as teaching tools. Social studies is often at the core of lessons dealing with American lifestyle and culture. Finally, because math is a common denominator of educational experience for students of diverse backgrounds, it also can be a relevant teaching tool for language.

PROFESSIONAL DEVELOPMENT

The teacher will continue to improve expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

Differentiating Instruction for Students with Special Needs: Students with Disabilities, English Language Learners, Students with 504 Plans and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills

- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

Curriculum Maps/Pacing Guides

English as a Second Language
Kindergarten Curriculum Map

3 Weeks	4 Weeks	3 Weeks	3 Weeks	4 Weeks
<p>Theme: Step into School</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> -Participate in a Discussion -Give Information -Use Gestures and Expression -Speak at the Right Pace <p>Reading and Writing:</p> <ul style="list-style-type: none"> -Isolate a Word -Match Initial Sounds -Singular Nouns -Identify Rhyming Words -Publish and Share Informational Sentences <p>Concepts and Vocabulary:</p> <ul style="list-style-type: none"> -School Tools 	<p>Theme: My Family and Me</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> -Ask For Help -Ask and Answer Questions -Express Feelings -Presentation on Families <p>Reading and Writing:</p> <ul style="list-style-type: none"> -Blend Syllables -Adjectives -Publish and Share an Invitation -Track Print From Left to Right -Title, Author and Illustrator <p>Concepts and Vocabulary:</p> <ul style="list-style-type: none"> -High Frequency Words 	<p>Theme: Visit the Farm</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> -Express Likes -Ask For and Give Information -Ask and Answer Questions -Compare Folk Tales <p>Reading and Writing:</p> <ul style="list-style-type: none"> -Verbs <i>be</i> and <i>have</i> -Identify Syllables -Sentence Frames -Identify Upper-case and Lower-case Letters -Sequence Words <p>Concepts and Vocabulary:</p> <ul style="list-style-type: none"> -Action Words -Farm Animals -Animal Characteristics -Parts of an Animal 	<p>Theme: All Kinds of Plants</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> -Classify and Count Plants -Express Needs -Preview and Predict -Give and Carry Out Commands <p>Reading and Writing:</p> <ul style="list-style-type: none"> -Action Words -Numbers -Make a Plant Collage -Main Idea and Details -Genre- Fairy Tale -Write a Story <p>Concepts and Vocabulary:</p> <ul style="list-style-type: none"> -Fruits and Vegetables -Plant Parts -What Plants Need -Going to the Market 	<p>Theme: Holidays and Traditions</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> -Compare Photos -Read and Rehearse -Express Ideas -Songs -Choral Reading <p>Reading and Writing:</p> <ul style="list-style-type: none"> -Idea Webs -Write About a Personal Experience -Blend Sounds -Story Elements -Write a "How To.." <p>Concepts and Vocabulary:</p> <ul style="list-style-type: none"> -Holidays and Traditions -Calendar -Plan a Celebration -Winter Activities

<ul style="list-style-type: none"> -School Actions -School Places -Commands -Story Map <p>Assessment:</p> <ul style="list-style-type: none"> -Ongoing Daily Formative Assessments -Student Work -Worksheets -Observation -Presentations <p>English Language Developmental Standards 1,2 CRLKSP 1-9</p>	<ul style="list-style-type: none"> -Feelings -Family Members -Foods <p>Assessment:</p> <ul style="list-style-type: none"> -Ongoing Daily Formative Assessments -Student Work -Worksheets -Observation -Presentations <p>English Language Developmental Standards 1,2 CRLKSP 1-9</p>	<p>Assessment:</p> <ul style="list-style-type: none"> -Ongoing Daily Formative Assessments -Student Work -Worksheets -Observation -Presentations <p>English Language Developmental Standards 1,2,4 CRLKSP 1-9</p>	<ul style="list-style-type: none"> -High Frequency Words <p>Assessment:</p> <ul style="list-style-type: none"> -Ongoing Daily Formative Assessments -Student Work -Worksheets -Observation -Presentations <p>English Language Developmental Standards 1,2,4 CRLKSP 1-9</p>	<p>Assessment:</p> <ul style="list-style-type: none"> -Ongoing Daily Formative Assessments -Student Work -Worksheets -Observation -Presentations <p>English Language Developmental Standards 1,2,5 CRLKSP 1-9</p>
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4 Weeks	4 Weeks	3 Weeks	3 Weeks	2 Weeks
<p>Theme: Seasons</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> -Give Information -Give Commands -Express Likes -Express Opinions -Blend Sounds -Songs <p>Reading and Writing:</p> <ul style="list-style-type: none"> -Recognize Letters and 	<p>Theme: Community Places</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> -Ask For and Give Directions -Ask For and Give Information -Use Gestures and Expressions -Songs 	<p>Theme: Kinds of Jobs, Places of Work</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> -Segment a Word into Sounds -Isolate Initial and Final Sounds -Express Feeling -Express Wants -Role Play 	<p>Theme: Sun, Moon, Stars Above</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> -Engage in Conversation -Explain and Make Comparisons -Identify Rhyme and Rhythm -Make Connections 	<p>Theme: Living and Non-Living</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> -Express Likes and Dislikes -Interview a Classmate -How Many/How Much -Retell a Story <p>Reading and Writing:</p> <ul style="list-style-type: none"> -Adjectives That

<p>Words -Identify Words and Spaces -Demonstrate Awareness of Word Boundaries -Write a Poem</p> <p>Concepts and Vocabulary: -Season Characteristics -Seasonal Clothing -Weather Related Terms -5 Senses -Poetry</p> <p>Assessment: -Ongoing Daily Formative Assessments -Student Work -Worksheets -Observation -Presentations</p> <p>English Language Developmental Standards 1,2,4 CRLKSP 1-9</p>	<p>Reading and Writing: -Read and Write Sentences -Write a Letter -Identify Uppercase and Lowercase Letters -Identify End Punctuation</p> <p>Concepts and Vocabulary: -Community Places -Shopping List Items -Food -Safety and Position Words -Compare Fables</p> <p>Assessment: -Ongoing Daily Formative Assessments -Student Work -Worksheets -Observation -Presentations</p> <p>English Language Developmental Standards 1,2,5 CRLKSP 1-9</p>	<p>Reading and Writing: -Identify Parts of a Book -Write and Plan a Fact Book -Organize Ideas -Make Predictions -Use and Create a T-Chart</p> <p>Concepts and Vocabulary: -Kinds of Jobs -Places of Work -Money -Related Action Verbs -Classify and Compare Jobs and Places of Work</p> <p>Assessment: -Ongoing Daily Formative Assessments -Student Work -Worksheets -Observation -Presentations</p> <p>English Language Developmental Standards 1,2,5 CRLKSP 1-9</p>	<p>Reading and Writing: -Plan and Write a Story -Compare Lullabies -Match Spoken and Printed Words -Prepositions of Time and Place</p> <p>Concepts and Vocabulary: -Objects in the Sky -Time Concepts -Calendar -Descriptive Adjectives -Main Idea and Details</p> <p>Assessment: -Ongoing Daily Formative Assessments -Student Work -Worksheets -Observation -Presentations</p> <p>English Language Developmental Standards 1,2,4 CRLKSP 1-9</p>	<p>Describe -Identify Plot -Write Steps in a Process -Locate Final Sounds</p> <p>Concepts and Vocabulary: -Characteristics of Living and Non-Living Things -Color, Size and Shape -Classify and Group -Cause and Effect</p> <p>Assessment: -Ongoing Daily Formative Assessments -Student Work -Worksheets -Observation -Presentations</p> <p>English Language Developmental Standards 1,2,4 CRLKSP 1-9</p>
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English as a Second Language
Curriculum Map 1st -3rd grade

3 Weeks: <i>Theme: Me/Emotions</i>	4 Weeks: <i>Theme: Family/pets/animals</i>	3 Weeks: <i>Theme: Holidays/Celebrations</i>	3 Weeks: <i>Theme: Holidays/Celebrations</i>	4 Weeks: <i>Theme: Community Leaders</i>
<p>Listening/Speaking -Star-fall-Calendar -Active listening -Technology -Repeating and responding -Sharing -Expressing emotions -Focus Character Trait: Kindness</p> <p>Reading/Writing: -Letter and sound recognition. -Grouping sounds together to make words. -Write name -Vocabulary (words) -Begin to make phrases. -Create a list of likes and dislikes. -Make self-portraits</p>	<p>Listening/Speaking -Star-fall-Calendar -Active listening -Technology -Sharing and expressing thoughts and feelings. -Asking for assistance. -Repeating and responding. -Sharing stories about family, pets or animals</p> <p>Reading/Writing: -Explore fiction/non-fiction -Reading with comprehension. -Vocabulary (words) -Make phrases -Write sentences -Using pronouns. -Writing a paragraph.</p>	<p>Listening/Speaking -Star-fall-Calendar -Technology -Sharing family traditions. -Sharing customs and traditional foods. -Alike and different -Comparing/Contrast -Focus on Character Trait: Respect</p> <p>Reading/Writing: -Reading with comprehension. -Reading material related to traditional holidays of different cultures. -Vocabulary (words) -Using adjectives to expand writing. -Continue to work on making paragraphs.</p>	<p>Listening/Speaking -Star-fall-Calendar -Technology -Sharing special experience during holidays. -American holidays/customs/foods -Focus on Character Trait: Wisdom</p> <p>Reading/Writing: -Reading with comprehension. -Incorporate verbs to express writing. -Vocabulary (words) -Write about a special experience. -Pre-writing. -Use a rubric to manage writing. -Edit writing. -Publish writing using</p>	<p>Listening/Speaking -Star-fall-Calendar -Sharing -Independent/active participation -Share types of jobs -Share parents role in the community. -Share students role in the community. -Future role in society. -Focus on Character Trait: Citizenship</p> <p>Reading/Writing: -Reading with comprehension. -Making predictions and inferences. -Incorporating nouns, pronouns, adjectives and verbs into writing. -Adding appropriate end marks. -Vocabulary (words) -Making paragraphs -Begin to incorporate</p>

English as a Second Language
Curriculum Map 1st -3rd grade

<p>Assessment: Include, oral responses, explanations, ability to follow directions, participation, completed assignments, journal writing, published work, conferences, quizzes and exams.</p> <p>English Language Developmental Standards 1,2 CRLKSP 1-9</p>	<p>Assessment: Include, oral responses, explanations, ability to follow directions, participation, completed assignments, journal writing, published work, conferences, quizzes and exams.</p> <p>English Language Developmental Standards 1,2,4 CRLKSP 1-9</p>	<p>Assessment: Include, oral responses, explanations, ability to follow directions, participation, completed assignments, journal writing, published work, conferences, quizzes and exams.</p> <p>English Language Developmental Standards 1,2,5 CRLKSP 1-9</p>	<p>technology.</p> <p>Assessment: Include, oral responses, explanations, ability to follow directions, participation, completed assignments, journal writing, published work, conferences, quizzes and exams.</p> <p>English Language Developmental Standards 1,2,5 CRLKSP 1-9</p>	<p>Academic Independence</p> <p>Assessment: Include, oral responses, explanations, ability to follow directions, participation, completed assignments, journal writing, published work, conferences, quizzes and exams.</p> <p>English Language Developmental Standards 1,2,5 CRLKSP 1-9</p>
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English as a Second Language
Curriculum Map 1st -3rd grade

4 Weeks: <i>Theme:</i> <i>Weather/Seasons</i>	4 Weeks: <i>Theme: Transportation</i>	3 Weeks: <i>Theme: Poetry</i>	3 Weeks: <i>Theme: Map/Country</i>	2 Weeks: <i>Theme: Map/Country</i>
<p>Listening/Speaking</p> <ul style="list-style-type: none"> -Star-fall Calendar -Technology -Explore the different seasons. -Favorite season (why?) -Using information to help express valid opinions. -Develop sound action. -Sharing friendships -Focus on Character Trait: Love <p>Reading/Writing:</p> <ul style="list-style-type: none"> -Genre/Type if writing: <i>Personal Narrative</i> -Begin with ‘Small Moments’ -Have students select a personal moment to elaborate on. -Use writing chart to allow student to develop their writing piece. 	<p>Listening/Speaking</p> <ul style="list-style-type: none"> -Star-fall Calendar -Technology -Types of transportation. -How do they get to school? -Going on family vacations. -Visiting the beaches and parks. -Focus on Character Trait: Self-Control <p>Reading/Writing:</p> <ul style="list-style-type: none"> -Continue with Personal Narratives. -Peer editing and conferencing with students. -Use rubric to manage writing. -Edit writing. -Use technology to publish writing. -Share writing with 	<p>Listening/Speaking</p> <ul style="list-style-type: none"> -Star-fall Calendar -Technology -Types of poetry -Focus on Character Trait: Appreciation of Beauty <p>Reading/Writing</p> <ul style="list-style-type: none"> -Rhyming words -Beginning and ending sounds. -Expose to poetry styles. -Famous poets -Reading poetry -Writing poetry -Clip-art to attach to poetry. -Publishing poetry 	<p>Listening/Speaking</p> <ul style="list-style-type: none"> -Technology -Explore the globe/map -Features of certain regions and communities. <p>Reading/Writing:</p> <ul style="list-style-type: none"> -Genre/Type of writing: <i>Informational</i> -Research topic and take notes to use for writing. -Peer editing and conferencing with students. -Use rubric to manage writing. 	<p>Listening/Speaking</p> <ul style="list-style-type: none"> -Technology -Ask and answer questions. -Active listening and participations. <p>Reading/Writing:</p> <ul style="list-style-type: none"> -Continue with research topic. -Genre/Type of writing: <i>Informational</i> -Research topic and take notes to use for writing. -Peer editing and conferencing with students. -Use rubric to manage

English as a Second Language
Curriculum Map 1st -3rd grade

<p>Assessment: Include, oral responses, explanations, ability to follow directions, participation, completed assignments, journal writing, published work, conferences, quizzes and exams.</p> <p>English Language Developmental Standards 1,2,4 CRLKSP 1-9</p>	<p>peers.</p> <p>Assessment: Include, oral responses, explanations, ability to follow directions, participation, completed assignments, journal writing, published work, conferences, quizzes and exams.</p> <p>English Language Developmental Standards 1,2,5 CRLKSP 1-9</p>	<p>-Sharing poetry</p> <p>Assessment: Include, oral responses, explanations, ability to follow directions, participation, completed assignments, journal writing, published work, conferences, quizzes and exams.</p> <p>English Language Developmental Standards 1,2 CRLKSP 1-9</p>	<p>Assessment: Include, oral responses, explanations, ability to follow directions, participation, completed assignments, journal writing, published work, conferences, quizzes and exams.</p> <p>English Language Developmental Standards 1,2,3,5 CRLKSP 1-9</p>	<p>writing. -Share with peers.</p> <p>Assessment: Include, oral responses, explanations, ability to follow directions, participation, completed assignments, journal writing, published work, conferences, quizzes and exams.</p> <p>English Language Developmental Standards 1,2,3,5 CRLKSP 1-9</p>
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English as a Second Language
Curriculum Map – Grades 4-6

3 Weeks	4 Weeks	3 Weeks	3 Weeks	4 Weeks
<p>Unit: Setting Goals</p> <p>Speaking and Listening: -Describing Ourselves -Discuss Personal Goals -Introduce People and Places</p> <p>Reading and Writing: -Interview Classmates -Organizing Information to Write -Biographies -Write About Personalities -Supporting Details</p> <p>Concepts and Vocabulary: -Personality Adjectives -Setting Goals -Job Interview -Social Media</p>	<p>Unit: Here to Help</p> <p>Speaking and Listening: -Make Predictions -Express Certainty -Blend Sounds to Decode Words -Phrases with Have to and Need to</p> <p>Reading and Writing: -Identify Cause and Effect -Possessive Pronouns -Recognize Genre: Newspaper Article -Write a Friendly Letter</p> <p>Concepts and Vocabulary: -Community Workers -Responding to</p>	<p>Unit: Make a Difference</p> <p>Speaking and Listening: -Give Information -Give Directions -Express Wants and Feelings -Recall Details</p> <p>Reading and Writing: -High Frequency Words -Irregular Past Tense Verbs -Classify Details -Use Graphs and Tables -Write a Personal Narrative</p> <p>Concepts and Vocabulary: -Prepositions -Civil Rights Movement</p>	<p>Unit: Our Living Planet</p> <p>Speaking and Listening: -Give Opinions -Make Suggestions -Identify Supporting Details -Decode Multisyllabic Words</p> <p>Reading and Writing: -Preview, Plan and Set a Purpose for Reading -Interpret Line Graphs -Sensory Adjectives -Commas -Write a Fact and Opinion Article</p> <p>Concepts and Vocabulary: -Animals, Plants, Habitats and</p>	<p>Unit: Past and Present</p> <p>Speaking and Listening: -Have a Discussion -Make Comparisons -Intonation and Expression -Recognize Genre</p> <p>Reading and Writing: -Present and Past Tense Verbs -Nouns and Object Pronouns -Genre: Historical Account -Build Background -Write a Comparison Paragraph</p> <p>Concepts and Vocabulary: -Compare and Contrast</p>

<p>Assessment: -Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams</p> <p>English Language Developmental Standards 1,2 CRLKSP 1-9 9.1.5.CR.1 9.1.5.FP.3 9.1.5.PB.2</p>	<p>Disasters -High Frequency Words -Realistic Fiction -Text Structures</p> <p>Assessment: -Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams</p> <p>English Language Developmental Standards 1,2,5 CRLKSP 1-9 9.1.5.CR.1 9.1.5.FP.3 9.1.5.PB.2</p>	<p>-Women’s Suffrage -Timelines and Sequence -History Articles</p> <p>Assessment: -Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams</p> <p>English Language Developmental Standards 2,5 CRLKSP 1-9 9.1.5.CR.1 9.1.5.FP.3 9.1.5.PB.2</p>	<p>Ecosystems -Biography Study -Use Graphic Organizers to Make Comparisons</p> <p>Assessment: -Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams</p> <p>English Language Developmental Standards 1,2,4 CRLKSP 1-9 9.1.5.CR.1 9.1.5.FP.3 9.1.5.PB.2</p>	<p>-World War II -Branches of Government -Bill of Rights</p> <p>Assessment: -Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams</p> <p>English Language Developmental Standards 2,5 CRLKSP 1-9 9.1.5.CR.1 9.1.5.FP.3 9.1.5.PB.2</p>
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4 Weeks	4 Weeks	3 Weeks	3 Weeks	2 Weeks
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<p>Unit: Tell Me More</p> <p>Speaking and Listening: -Ask for and Give Advice -Phrases for Time and Places -Describe Actions</p> <p>Reading and Writing:</p>	<p>Unit: Personal Best</p> <p>Speaking and Listening: -Ask for and Give Information -Express Thanks -High Frequency Words -Active Listening, Recite and Recall</p>	<p>Unit: This Land Is Our Land</p> <p>Speaking and Listening: -Give Directions -How and Why Questions -Active Listening Skills -Recognize Genre: Song</p>	<p>Unit: Harvest Time</p> <p>Speaking and Listening: -Make Comparisons -Give Information -Telling Steps in a Process -Buying and Selling Items</p>	<p>Unit: Superstars</p> <p>Speaking and Listening: -Agree and Disagree -Idioms -Blend Syllables -Retell a Story</p> <p>Reading and Writing: -Future Tense Verbs</p>
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<p>-Commands -Analyze Story Elements -Fables -Write a Short Story -Identify Character Traits</p> <p>Concepts and Vocabulary: -Opposites -Ancient Greece -Myths -Personality Adjectives</p> <p>Assessment: -Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams</p> <p>English Language Developmental Standards 1,2,3,5 CRLKSP 1-9 9.2.5.CAP.1 9.2.5.CAP.8</p>	<p>Reading and Writing: -Present Tense Verbs -Writing to Inform – Process and Directions -Main Idea and Details -Genre: Newspaper Article, Science Essay</p> <p>Concepts and Vocabulary: -Sports Words and Ideas -The Human Body -Women in Sports -Bar Graphs</p> <p>Assessment: -Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams</p> <p>English Language Developmental Standards 1,2,4,5 CRLKSP 1-9 9.2.5.CAP.1 9.2.5.CAP.8</p>	<p>Reading and Writing: -Proper Nouns -Write a Biographical Sketch -Read to Classify -Multisyllabic Words -Text Features</p> <p>Concepts and Vocabulary: -Land Forms and Bodies of Water -Interpreting Data -American History: People of America -Geography</p> <p>Assessment: -Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams</p> <p>English Language Developmental Standards 2,4,5 CRLKSP 1-9 9.2.5.CAP.1 9.2.5.CAP.8</p>	<p>Reading and Writing: -Reading Informational Text -Subjects and Predicates -Write a Report -Prefixes and Suffixes</p> <p>Concepts and Vocabulary: -Farming Words -Restaurant Words -Parts of a Plant -Photosynthesis and Energy</p> <p>Assessment: -Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams</p> <p>English Language Developmental Standards 2,3,4 CRLKSP 1-9 9.2.5.CAP.1 9.2.5.CAP.8</p>	<p>-Contractions -Write Diamante Poems -Text Feature: Photos and Captions -Genre: Fantasy</p> <p>Concepts and Vocabulary: -Exploring Space and the Solar System -Astronauts -Rocks and Minerals -Other Types of Stars: Musicians</p> <p>Assessment: -Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams</p> <p>English Language Developmental Standards 2,4 CRLKSP 1-9 9.2.5.CAP.1 9.2.5.CAP.8</p>
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English as a Second Language
Curriculum Map – Grades 7-8

3 Weeks	4 Weeks	3 Weeks	3 Weeks	4 Weeks
<p>Unit: Setting Goals</p> <p>Speaking and Listening: -Describing Ourselves -Discuss Personal Goals -Introduce People and Places</p> <p>Reading and Writing: -Interview Classmates -Organizing Information to Write -Biographies -Write About Personalities -Supporting Details</p> <p>Concepts and Vocabulary: -Personality Adjectives -Setting Goals -Job Interview -Social Media</p> <p>Assessment:</p>	<p>Unit: Finding Your Own Place</p> <p>Speaking and Listening: -Express Ideas and Feelings -Use Statements with Forms of <i>to be</i> in the Present Tense -Give Commands -Make Inferences</p> <p>Reading and Writing: -Paragraph Structure: Main Idea and Details -Types of Sentences -Subject-Verb Agreement -Write About Personal Experiences</p> <p>Concepts and Vocabulary: -Multiple Meaning Words</p>	<p>Unit: Water For Life</p> <p>Speaking and Listening: -Express Needs and Wants -Give Information -Expanding Ideas and Thoughts</p> <p>Reading and Writing: -Context Clues -Write a Sequence Paragraph -Explanatory Writing -Subject-Verb Agreement</p> <p>Concepts and Vocabulary: -Synonyms and Antonyms -Analyze Plot -Water and Its Uses -Earth’s Resources</p>	<p>Unit: Natural Forces</p> <p>Speaking and Listening: -Engage in Conversation -Ask and Answer Questions -Give Advice</p> <p>Reading and Writing: -Write a Friendly Letter -Write a Personal Narrative -Analyze Ideas and Events -Pronouns and Helping Verbs</p> <p>Concepts and Vocabulary: -Compound Words -Suffixes -Author and Character Viewpoints</p>	<p>Unit: Creepy Classics</p> <p>Speaking and Listening: -Describe People and Places -Make Comparisons -Describe an Event of Experience</p> <p>Reading and Writing: -Write a Short Story -Analyze Character Development and Plot -Story Map: Plot Diagram -Points of View</p> <p>Concepts and Vocabulary: -Prefixes -Adjectives and Adverbs -Frankenstein and Other Monsters -Plays</p>

<p>-Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams</p> <p>English Language Developmental Standards 1,2 CRLKSP 1-9 9.4.5.CI.3 9.4.5.CT.1 9.4.5.CT.4 9.4.5.GCA.1</p>	<p>-Immigrant Life and Experiences -Adapting to New Places</p> <p>Assessment: -Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams</p> <p>English Language Developmental Standards 1,2,5 CRLKSP 1-9 9.4.5.CI.3 9.4.5.CT.1 9.4.5.CT.4 9.4.5.GCA.1</p>	<p>Assessment: -Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams</p> <p>English Language Developmental Standards 1,2,4 CRLKSP 1-9 9.4.5.CI.3 9.4.5.CT.1 9.4.5.CT.4 9.4.5.GCA.1</p>	<p>-Forces of Nature -Hurricane Katrina</p> <p>Assessment: -Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams</p> <p>English Language Developmental Standards 2,4 CRLKSP 1-9 9.4.5.CI.3 9.4.5.CT.1 9.4.5.CT.4 9.4.5.GCA.1</p>	<p>Assessment: -Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams</p> <p>English Language Developmental Standards 2 CRLKSP 1-9 9.4.5.CI.3 9.4.5.CT.1 9.4.5.CT.4 9.4.5.GCA.1</p>
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4 Weeks	4 Weeks	3 Weeks	3 Weeks	2 Weeks
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<p>Unit: Discover</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> -Ask For and Give Information -Discussion About Past Events -Listening to and Comparing Ideas 	<p>Unit: Past and Present</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> -Have a Discussion -Make Comparisons -Intonation and Expression -Recognize Genre 	<p>Unit: Struggle For Freedom</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> -Songs About Freedom -Express Opinions -Restate and Retell <p>Reading and Writing:</p> <ul style="list-style-type: none"> -Write a Cause and 	<p>Unit: Star Power</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> -Reading Aloud -Analyze Argument -Jargon and Idioms -Listening for Information <p>Reading and Writing:</p>	<p>Unit: Art and Soul</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> -Use Appropriate Language -Music and Songs -Listen to and Retell a Story <p>Reading and Writing:</p>
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<p>Reading and Writing: -Prefixes and Suffixes -Main Idea and Details -Past Tense Verbs -Write an Informational Report -Folk Tales</p> <p>Concepts and Vocabulary: -Titanic -Mysteries of the Ancient Past -The Changing World: Discoveries</p> <p>Assessment: -Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams</p> <p>English Language Developmental Standards 2,5</p>	<p>Reading and Writing: -Present and Past Tense Verbs -Nouns and Object Pronouns -Genre: Historical Account -Build Background -Write a Comparison Paragraph</p> <p>Concepts and Vocabulary: -Compare and Contrast -World War II -Branches of Government -Bill of Rights</p> <p>Assessment: -Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams</p> <p>English Language Developmental Standards 1,2,5</p>	<p>Effect Essay -Write a Summary Paragraph -Pronouns: Reflexive -Short Story -Biography</p> <p>Concepts and Vocabulary: -Slavery and the Struggle for Freedom -Harriet Tubman: Underground Railroad -Human Rights</p> <p>Assessment: -Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams</p> <p>English Language Developmental Standards 1,2,5</p>	<p>-Context Clues -Possessive Adjectives and Nouns -Read and Write a Speech -Write a Persuasive Business Letter</p> <p>Concepts and Vocabulary: -Space Exploration -Astronomy -Universe of Stars -Myths</p> <p>Assessment: -Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams</p> <p>English Language Developmental Standards 2,4</p>	<p>-Similes and Metaphors -Literary Responses -Compare Themes -Complex Sentences -Writing About Interests</p> <p>Concepts and Vocabulary: -Greek Myths -Author's Purpose and Tone -Elements of Poetry</p> <p>Assessment: -Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams</p> <p>English Language Developmental Standards 1,2</p>
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English as a Second Language
Curriculum Map 9 - 12

3 Weeks	4 Weeks	3 Weeks	3 Weeks	4 Weeks
<p>Unit: Setting Goals</p> <p>Speaking and Listening: -Describing Ourselves -Discuss Personal Goals -Introduce People and Places</p> <p>Reading and Writing: -Interview Classmates -Organizing Information to Write -Biographies -Write About Personalities -Supporting Details</p> <p>Concepts and Vocabulary: -Personality Adjectives -Setting Goals -Job Interview -Social Media</p> <p>Assessment:</p>	<p>Unit: Imagine the Possibilities</p> <p>Speaking and Listening: -Deliver Ideas Effectively -Ask and Answer Questions -Speaking in Complete Sentences</p> <p>Reading and Writing: -Compound Words, Prefixes and Suffixes -Different Kinds of Sentences -Short Story -Write in Chronological Order</p> <p>Concepts and Vocabulary: -Time Travel -Inventing to Solve a Problem</p>	<p>Unit: Play to Your Strengths</p> <p>Speaking and Listening: -Engage in Conversation -Listening of Information -Analyze Character</p> <p>Reading and Writing: -Elements of Fiction -Synonyms and Antonyms -Short Story -Write a Personal Narrative</p> <p>Concepts and Vocabulary: -Using Talents -Plays – Elements of Drama -Folk Tales -The Hobbit</p>	<p>Unit: A New Chapter</p> <p>Speaking and Listening: -Describe People, Places and Things -Discuss Poetry -Talk About the Past: Personal Reflections</p> <p>Reading and Writing: -Comparative Adjectives -Write a Cause and Effect Essay -Compare Fiction and Nonfiction -Write About an Event</p> <p>Concepts and Vocabulary: -Events of the Past -Immigrants Today -Refugees: Finding New Lives</p>	<p>Unit: Every <i>Body</i> Is A Winner</p> <p>Speaking and Listening: -Restate Facts -Compare Topics -Give and Follow Directions</p> <p>Reading and Writing: -Main Idea and Details -Context Clues -Indefinite Pronouns -Possessive Adjectives -Write with Research -Poetry</p> <p>Concepts and Vocabulary: -The Human Body -Functions of the Hear -Sports and Athletics</p> <p>Assessment: -Ongoing Daily</p>

<ul style="list-style-type: none"> -Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams <p>English Language Developmental Standards 1,2 CRLKSP 1-9</p>	<ul style="list-style-type: none"> -Evolution of Great Ideas: Inventions <p>Assessment:</p> <ul style="list-style-type: none"> -Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams <p>English Language Developmental Standards 1,2,3,4 CRLKSP 1-9</p>	<p>Assessment:</p> <ul style="list-style-type: none"> -Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams <p>English Language Developmental Standards 2 CRLKSP 1-9</p>	<p>Assessment:</p> <ul style="list-style-type: none"> -Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams <p>English Language Developmental Standards 2,5 CRLKSP 1-9</p>	<ul style="list-style-type: none"> Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams <p>English Language Developmental Standards 2,4,5 CRLKSP 1-9</p>
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4 Weeks	4 Weeks	3 Weeks	3 Weeks	2 Weeks
<p>Unit: Close Encounters</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> -Ask Questions -Give Information -Interpretive Figurative Language -Oral Response to Literature <p>Reading and Writing:</p> <ul style="list-style-type: none"> -Present Tense Verbs 	<p>Unit: To The Rescue</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> -Making Inferences -Reading Fluency -Pair Talk -Summarize and Paraphrase <p>Reading and Writing:</p> <ul style="list-style-type: none"> -Nouns, Subjects and Predicates -Magazine Articles and 	<p>Unit: More Than a Game</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> -Determine Viewpoint -Express Opinions -Book Talk -Relate to Personal Experience <p>Reading and Writing:</p> <ul style="list-style-type: none"> -Write Paragraphs in Chronological Order 	<p>Unit: Global Warnings</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> -Interpret Visuals -Intonation -Reading Fluency -Forming and Asking Questions <p>Reading and Writing:</p> <ul style="list-style-type: none"> -Persuasive Essay -Analyze Argument 	<p>Unit: Cultural Perspectives</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> -Figurative Language -Form Generalizations -Choral Reading -Read with Expression <p>Reading and Writing:</p> <ul style="list-style-type: none"> -Response to Literature -Analyze and Interpret Text

<ul style="list-style-type: none"> -Story Elements -Making Comparisons -Writing About Past Events -Write a Short Story <p>Concepts and Vocabulary:</p> <ul style="list-style-type: none"> -Historical Fiction -Culture and Customs Vocabulary -Aztec Empire -Christopher Columbus and the New World <p>Assessment:</p> <ul style="list-style-type: none"> -Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams <p>English Language Developmental Standards 2,5 CRLKSP 1-9</p>	<p>Poems</p> <ul style="list-style-type: none"> -Analyze Author's Viewpoint -Writing for Detail <p>Concepts and Vocabulary:</p> <ul style="list-style-type: none"> -Word Origins: Greek and Latin Roots -Prepositions -Author's Purpose -Service Animals and Emergency Responders <p>Assessment:</p> <ul style="list-style-type: none"> -Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams <p>English Language Developmental Standards 2,5 CRLKSP 1-9</p>	<ul style="list-style-type: none"> -Use Context Clues -Compound Sentences -Run-on Sentences -Make Inferences <p>Concepts and Vocabulary:</p> <ul style="list-style-type: none"> -Sports Vocabulary and History -Multiple Meaning Words -Sports Legends -Timelines <p>Assessment:</p> <ul style="list-style-type: none"> -Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams <p>English Language Developmental Standards 1,2,5 CRLKSP 1-9</p>	<ul style="list-style-type: none"> -Present Perfect Tense -Supporting Writing with Evidence <p>Concepts and Vocabulary:</p> <ul style="list-style-type: none"> -Denotation and Connotation -Myths and Legends -Changing Earth -Natural Resources <p>Assessment:</p> <ul style="list-style-type: none"> -Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams <p>English Language Developmental Standards 2,4,5 CRLKSP 1-9</p>	<ul style="list-style-type: none"> -Writing with Detail -Make Predictions <p>Concepts and Vocabulary:</p> <ul style="list-style-type: none"> -Prefixes and Suffixes -Literary Devices: Symbolism -Cultural Perspectives -Aspects of U.S. Culture <p>Assessment:</p> <ul style="list-style-type: none"> -Ongoing Daily Formative Assessments -Student Work -Observation -Projects and Presentations -Quizzes and Exams <p>English Language Developmental Standards 2,5 CRLKSP 1-9</p>
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APPENDIX

Glossary for Teaching ELLs

Academic achievement: demonstration of the concepts, skills, and knowledge base associated with content area curriculum.

Academic language: the language of school related to acquiring new and deeper understandings of content related to curriculum, communicating those understandings to others, and participating in the classroom environment. These understandings revolve around specific dimensions of language including discourse, sentence, and word or expression levels within sociocultural contexts.

Advanced ELLs: students for whom English is an additional language whose English language development is approaching parity with their proficient peers.

Assessment: the gathering of information from multiple sources over time that, when analyzed and reported, communicates evidence of student performance in relation to standards, targets, or objectives.

Backward mapping: frontloading standards, learning targets, and assessment in the instructional cycle to guide student learning.

Beginning ELLs: students for whom English is an additional language who are at the earliest stages of English language development.

Cognates: words in one language that correspond in both meaning and form to words in another language (e.g., *testimony* in English and *testimonio* in Spanish).

Common assessment: instructionally embedded measures mutually agreed upon by educators, or a uniform set of procedures for planning, collecting, interpreting, reporting, and using data across multiple classrooms.

Content objectives: a component of a curricular framework or design that identifies observable student behavior or performance related to specific concepts or skills expected at the end of a lesson.

Content standards, including the Common Core State Standards: the skills and knowledge descriptive of student expectations, minimally in English language arts, mathematics, and literacy in history/social studies, science, and technical subjects for each grade.

Content target: a component of a curricular framework or design that identifies the overall concepts, ideas, or knowledge expected of all students for a unit of study.

Cultural resources: the traditions, experiences, and artifacts that are part of students' lives that bridge home and community to school.

Curricular framework: an organized plan that defines the processes and products of a unit of instruction that, in the case of English language learners, includes academic language associated with both grade-level content and language.

Differentiated language objectives: defining language expectations so that teachers gear lessons according to English language learners' levels of language proficiency.

Digital literacy: making meaning by critically navigating, collecting, and evaluating information using a range of digital technologies including the Internet, educational software, and cell phones.

Discourse: broadly, the ways in which oral and written language are connected and organized.

English language learners (ELLs): linguistically and culturally diverse students who are in the process of developing English language proficiency as they access grade-level content.

English language proficiency levels: designations that are descriptive of where English language learners are positioned on the language development continuum.

False cognates: pairs of words in different languages that are similar in form but carry different meanings(e.g., the word *embarrassed* in English may seem like *embarazada* in Spanish, but the Spanish meaning – being pregnant – is not close to the English meaning).

Formative assessment: timely, descriptive, and relevant feedback related to student progress toward learning targets or objectives, or a process in which information is gathered during the instructional cycle for teachers to ascertain the effectiveness of their instruction.

General academic vocabulary: words and expressions applicable to a wide range of contexts and content areas.

Genres: ways to organize and define various types of oral and spoken language (e.g., essay, debate).

Home language: students' primary language spoken at home and generally their first language acquired.

Informational texts: factual or nonfiction material.

Instructional activities: a component of a curricular framework that describes the opportunities students have to interact with each other or with media to acquire or reinforce concepts, knowledge, skills, or language.

Instructional supports: sensory (e.g., magnetic letters, geoboards), graphic (e.g., Venn diagram), and interactive resources (e.g., small group collaborative learning), embedded in instruction and assessment, used to assist students to construct meaning from language and content.

Intermediate ELLs: students for whom English is an additional language who are around the midpoint of the English language development continuum.

Language domains: the modalities of language – listening, speaking, reading, and writing.

Language forms: the grammatical structures, syntax, and mechanics associated with sentence level meaning.

Language functions: the purposes for which language is used to communicate (e.g., describe, compare/contrast, explain).

Language objectives: specified, observable language outcomes designed for individual lessons and often differentiated by students' levels of language proficiency.

Language proficiency: demonstration of a person's competence in processing (through listening and reading) and using (through speaking and writing) language at a point in time.

Language standards: language expectations for students marked by grade or grade-level cluster performance definitions and descriptions of language proficiency levels across the language development continuum.

Language targets: overall literacy and/or oral language outcomes for all students for a unit of study.

Leveled books: generally high-interest texts whose content and/or language have been modified and scaffolded in increments to aid in student comprehension.

Levels of language proficiency: stages descriptive of the pathway of language development, generally expressed as ranges or performance along the second language continuum.

Linguistic complexity: the amount or density of information in oral or written discourse as determined by the compactness of words along with morphological and syntactic structures.

Linguistic resources: the availability of language-related capital that can be brought into the classroom to enhance instruction, such as the reference to or use of the students' home language.

Manipulatives: objects used to introduce, enhance, or assess student learning (e.g., letter tiles, base-10 blocks).

Metacognitive awareness: understanding and expression of mental processes involved in learning.

Metalinguistic awareness: understanding and expression of the nuances of language, including the process of reflecting upon the features and forms of language.

Multiliteracies: a 21st century approach to making meaning that relies on multimodal ways in which people make sense of the world and subsequently, communicate and connect with each other to learn.

Multimodal tools: the use of visual, digital, and print materials to give students opportunities to creatively show their learning.

Multiple meanings: words or expressions that carry more than one interpretation in social situations or within or across content areas (e.g., *table* or *cell*).

Newcomer ELLs: students who are recent arrivals to the United States who qualify for English language support.

Peer assessment: descriptive feedback on student work based on standards-referenced criteria given by fellow students.

Performance assessment: planning, collection, analysis, and interpretation of original student work, such as curriculum-based tasks and projects that are often embedded in instruction, based on specified criteria, such as in a rubric.

Professional Learning Community (PLC): a group of educators, including teachers and school leaders, that meets, communicates, and collaborates on a regular basis to reach common educational goals.

Read-aloud: an oral language instructional strategy that can help students develop academic listening comprehension, have multiple exposures to academic words and expressions, cope with complex grammatical constructions within natural contexts, and more readily tackle grade-level text and concepts.

Realia: real-life objects that assist students in connecting content to meaning (e.g., using different species of plants when studying parts of a plant).

Register: a variety of language used according to the setting or purpose of the communication.

Scaffold: the use of instructional supports or strategies to allow students to work within their zones of proximal development and facilitate their learning.

Self-assessment: students' application of performance criteria or descriptors to monitor and interpret their own work as a means of reflecting on their language and content learning.

Social media: a highly interactive means of communication in which people create, share, and exchange information and ideas in virtual communities and networks using mobile and web-based technologies.

Sociocultural awareness: attentiveness to the nuances, norms, traditions, and histories of different cultural groups and their impact on learning.

Specialized academic vocabulary: words or expressions representative of a content area.

Summative assessment: the "sum" of evidence for learning gathered over time, such as at the culmination of a unit of study, that is generally used for accountability purposes.

Syntax: the rules that govern the ways words are arranged to form phrases, clauses, and sentences.

Task: two or more related instructional activities that involve multiple modalities (e.g., an oral book report requires reading and speaking).

Technical academic vocabulary: words or expressions tied to a specific topic within a content area.

Text types: different forms or genres, mainly of writing with distinct purposes and features (e.g., Martin Luther King's "I Have a Dream" speech).

Think-aloud: a metacognitive strategy in which persons orally describe their thinking process, for example, in how to solve a problem.

Trade books: written narrative or informational texts that have been published and, in school, often used in conjunction with or in place of textbooks.

Translanguaging: an approach to emerging bilingualism where speakers interchange the resources from two languages in the development and reinforcement of both.

Vocabulary: the specificity of words, phrases, or expressions within a given context (also called *lexicon*).

From *Academic Language in Diverse Classrooms: Promoting Content and Language Learning*

English Language Arts

Mathematics

Margo Gottlieb and Gisela Ernst-Slavit, series editors.

The series includes books for grades K – 2, 3 – 5, and 6 – 8.

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