

FAIRFIELD PUBLIC SCHOOLS

ENGLISH LANGUAGE LEARNER (ELL) CURRICULUM GRADES K-6

ACKNOWLEDGEMENTS

Susan Ciccotelli, Superintendent of Schools
Dr. Michael Trabucco, Principal/Director of Curriculum & Instruction

BOARD OF EDUCATION

Mr. Pat Freda, President
Mr. Jeffrey Didyk, Vice President
Mr. Brian Egan
Dr. Michael Sapienza
Ms. Andrea Jandoli

CURRICULUM WRITING COMMITTEE

Rebecca Smith
Meghan Cafone

Board Approved: August 8, 2019

STATEMENT OF PURPOSE

The Fairfield School District is committed to the development of English Language Learner (ELL) within a sympathetic, non-threatening learning environment in which students are encouraged to participate in school and community activities. The ELL curriculum and methodology emphasizes cognition of vernacular and formal language use, mastery of vocabulary themes, and acquisition of academic content.

A non-English speaking student's attitude toward and motivation for learning English needs to be considered. Such attitudes will be affected by feelings of apprehension, and isolation as a result of the immigration process. The amount of parental involvement is another important factor in this process. The student is encouraged to develop self-esteem and to maintain a sense of pride in his cultural identity.

The mission of the English Language Learner Program points toward an organized and cooperative effort to expedite second language acquisition. At the same time it emphasizes the importance of acquiring academic language to function adequately in content areas.

The State of New Jersey has joined the World Class Instructional Design and Assessment Consortium. As a member of this organization, we are required to administer the Access test for ELLs each spring and align our curriculum with the WIDA (WORLD-CLASS INSTRUCTIONAL DESIGN AND ASSESSMENT) Standards. The 2010 WIDA Standards are used to guide and align curriculum, instruction, and assessment for English language learners.

In addition, the Common Core Standards for Language Arts are referenced when appropriate.

THE LIVING CURRICULUM

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

AFFIRMATIVE ACTION

During the development of this course of study, particular attention was paid to material, which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

GENERAL GOALS

The five English language proficiency standards are identical for the classroom and large-scale state assessment frameworks. They reflect the social and academic dimensions of acquiring a second language that are expected of English language learners in grade levels K-12 attending schools in the United States. Each English language proficiency standard addresses a specific context for language acquisition (social and instructional settings as well as language arts, mathematics, science, and social studies) and is divided into two grade level clusters: K-2 and 3-6.

Overall, the language proficiency standards center on the language needed and used by English language learners to succeed in school:

Our goals are as follows:

English Language learners will:

communicate in English for social and instructional purposes within the school setting.

communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.

communicate information, ideas, and concepts necessary for academic success in the content area of Science.

communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

FAIRFIELD PUBLIC SCHOOLS

ENGLISH LANGUAGE LEARNER - GRADES K-6

IN ACCORDANCE WITH DISTRICT POLICY AS MANDATED BY THE NEW JERSEY ADMINISTRATIVE CODE AND THE NEW JERSEY CORE CURRICULUM CONTENT STANDARDS, THE FOLLOWING ARE PROFICIENCIES REQUIRED FOR THE SUCCESSFUL COMPLETION OF THE ABOVE NAMED COURSE.

Kindergarten Proficiencies/Objectives

The student will be able to:

1. differentiate between classroom rules.
2. draw a picture.
3. name objects in a picture.
4. describe objects in a picture.
5. identify pictures by prompts .
6. greet and introduce themselves.
7. answer “Wh” questions.
8. name/label objects in a picture.
9. describe objects in a picture/text.
10. predict, discuss and retell details of text. 11. write correct sentence patterns
12. generate a graphic organizer.
13. utilize prepositions correctly.
14. organize and develop a paragraph.
15. recognize the letters of the alphabet.
16. differentiate between upper case and lower case letters.
17. trace and write letters.
18. correspond each letter with its sound.
19. give examples of objects with the appropriate letter of the week.
20. estimate the quantity of letter of the week objects.

Kindergarten Proficiencies/Objectives (continued)

21. identify numbers from 1 to 183.
22. skip count by 5's and 10's .
23. write numbers from 1 to 20.
24. listen, repeat and recite cardinal numbers.
25. identify simple shapes.
26. draw basic shapes.
27. demonstrate comprehension of the five basic food groups.
28. categorize foods of American meals of the day.
29. differentiate between healthy and unhealthy foods.
30. identify seasonal clothing.
31. identify seven basic colors.
32. sequence colors correctly.
33. recalling details in a text.
34. count correctly in order.
35. name members of family and friends.
36. describe characteristics of oneself, families and friends.
37. develop character education traits.

Grades 1-2 Proficiencies/Objectives

The student will be able to:

38. establish school and classroom rules.
39. draw, identify and describe a picture in oral and written form.
40. describe likes and dislikes.
41. ask and answer "Wh" questions.
42. report orally in front of the class.
43. predict, discuss and retell details of text.
44. write correct sentence patterns.

ELL Grades K-6 7

- 45. understand and apply basic math operations.
- 46. recognize and differentiate between various community workers.

Grades 1-2 Proficiencies/Objectives (continued)

- 47. compare and contrast different types of jobs and careers.
- 48. construct a friendly letter.
- 49. generate a graphic organizer.
- 50. act out an interview.
- 51. compose a correspondence letter.
- 52. demonstrate recognition and application of telling time.
- 53. draw a picture.
- 54. name/label objects in a picture.
- 55. describe objects in a picture/text.
- 56. utilize prepositions correctly.
- 57. organize and develop a paragraph.
- 58. identify and interpret inches and centimeters on a ruler.
- 59. compare and contrast sizes of different objects.
- 60. produce the sound of each letter of the alphabet.
- 61. combine consonant sounds into blends/clusters.
- 62. distinguish between long and short vowel sounds.
- 63. recognize, select and produce rhyming words.
- 64. recognize sight words.
- 65. produce sight words in oral and written form.
- 66. organize words into ABC order.
- 67. recognize and identify the different U.S. coins and bills.
- 68. assign monetary values to each coin and bill.
- 69. compute money using addition and subtraction.
- 70. count by ones, fives, tens, and twenty-fives.
- 71. discriminate between likes and dislikes.
- 72. differentiate between a fact and an opinion.
- 73. construct examples of facts and opinions.
- 74. recognize different types of sequential patterns.
- 75. complete a pattern.
- 76. interpret visual information into words.

Grades 3-6 Proficiencies/Objectives

The student will be able to:

77. identify good and bad acts of conduct.
78. greet and introduce themselves orally.
79. comprehend and follow directions.
80. write a paragraph.
81. present orally in front of the class.
82. recall details and retell past events.
83. brainstorm and produce vocabulary.
84. use learned vocabulary in sentences.
85. research and gather information to present orally to class.
86. create a bar graph.
87. read a map.
88. compare and contrast.
89. write a descriptive paragraph.
90. write an informational paragraph answering the 5 W + how questions.
91. identify a problem and solution.
92. classify & categorize.
93. read and summarize information.
94. create a timeline.
95. interpret a picture.
96. write a step-by-step sequential process.
97. add and subtract money amounts.
98. sort and categorize according to given criteria.
99. make predictions.
100. debate & justify a position.
101. generate a theme-based brochure.

ELL Grades K-6 9

102. take ownership of and personalize their work area.
103. retell a factual story.
104. share cultural and social traditions.
105. express their opinion.

Grades 3-6 Proficiencies/Objectives (continued)

106. self-critique their work.
107. comprehend the definition of an idiom.
108. comprehend various idioms and their uses.
109. create original sentences including learned idioms.
110. recognize and differentiate various genres of literature.
111. comprehend the themes and details of various literature selections.
112. analyze different types of letters that can be written.
113. recognize the correct format of a letter and envelope.
114. match the type of letter to the correct purpose.
115. write the correct type of letter given a real-life scenario.
116. look up zip code for a location.
117. calculate the correct postage for various mailings.
118. comprehend the definition of a hook/lead in writing .
119. differentiate between good and bad hooks/leads.
120. choose the best hook/lead from a given selection from which to choose. 121. generate their own original hooks/leads.
122. elaborate and extend other writer's ideas.

Thematic Outline - Kindergarten

- I. THEME ONE: September Connections
 - A. Greetings & Introductions
 - B. Classroom Rules
 - C. Summer Vacation/Memories
 - D. People, Places & Things in School Answering “Wh” questions II.

- II. THEME TWO: Fall Connections

- A. Weather
- B. Changing of Seasons
- C. Holidays/Symbols – Columbus Day, Halloween, Thanksgiving, Johnny Appleseed
- D. Fire Safety Week
- E. Seasonal Vocabulary

III. THEME THREE: Winter Connections

- A. Seasonal Vocabulary
- B. Holidays/Symbols – New Year’s Day, Martin Luther King, Jr. Day, Valentine’s Day, President’s Day
- C. Farm/Zoo Animals
- D. Animal Habitats
- E. Feelings/Emotions

IV. THEME FOUR: Spring/Summer Connections

- A. Seasonal Vocabulary
- B. Holidays – Dr. Seuss’s birthday, St. Patrick’s Day, Earth Day, Mother’s Day, Father’s Day
- C. Seeds and Plants
- D. Insects
- E. Neighborhood
- F. Living & Non-Living
- G. Five Senses & Body Parts
- H. Travel & Transportation
- I. Oceans/Beach

Thematic Outline - ELL Kindergarten (continued)

V. THEME FIVE: Annual Ongoing Themes

- A. Alphabet
- B. Numbers
- C. Shapes

ELL Grades K-6

11

D. Food

E. Clothing

F. Colors

G. Self/Family/Friends

H. Grammar accuracy

– KINDERGARTEN

ENGLISH LANGUAGE LEARNER

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
SEPTEMBER CONNECTIONS				
The student will be able to:		Students will:		
1. differentiate between classroom rules 2. draw a picture 3. name objects in a picture 4. describe objects in a picture 5. identify pictures by prompts 6. greet and introduce themselves 7. answer “Wh” questions	SL.K.1 SL.K.5 L.K.4a, SL.K.4 SL.K.4 RI.K.6 SL.K.1 SL.K.3	elicit student response to create 5 classroom rules on hand template. draw & describe a picture of a summer memory. take a school tour and locate/identify people, places & things. complete an “All About Me” poster. respond to “Wh” questions with	Teacher observation Student response Self-assessment Completed student work	Hand templates with rules <i>Miss Bindergarten Goes to Kindergarten</i> , by Joseph Slate <i>Pictures from our Vacation</i> by Lynne Rae Perkins Graphic Organizers Venn Diagrams Word Webs Posters

		yes/no.		Picture Cards Kid Pix Deluxe 3x®
--	--	---------	--	--

ENGLISH LANGUAGE LEARNER – KINDERGARTEN

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
---------------------------------	------------------	-----------------------------	-----------------------------------	--------------------------

FALL CONNECTIONS

The student will be able to:		Students will:		
8. name/label objects in a picture.	L.K.5	create a fall tree project based on a	Teacher observation	<i>Fall Leaves</i> by Grace
9. describe objects in a picture/text.	SL.K.4	text.	Student response	Maccarone Weather wheel and bear
10. predict, discuss and retell details of text.	RL.K.1-2	report daily weather and select appropriate clothing for the weather bear.	Self-assessment	<i>From Seed to Pumpkin</i> by Wendy Pfeffer
11. write correct sentence patterns.	L.K.2	actively listen to a text about American holidays.	Completed student work	<i>Johnny Appleseed</i> by Alik <i>Jack-o-Lantern</i> by Charles Reasoner

– KINDERGARTEN

		<p>create and design a thematic craft.</p> <p>estimate the number of seeds in class pumpkin.</p> <p>design a geometric pumpkin book.</p> <p>complete a writing prompt.</p>	<p>Quizzes</p>	<p><i>Clifford the Firehouse Dog</i> by Norman Bridwell</p> <p>Graphic Organizers</p> <p>Venn Diagrams</p> <p>Word Webs</p> <p>Posters</p> <p>Picture Cards</p> <p>Christopher Columbus video</p> <p>Fire Safety for Kids Video</p>
--	--	--	----------------	---

ENGLISH LANGUAGE LEARNER

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
---------------------------------	------------------	-----------------------------	------------------------------	----------------------

WINTER CONNECTIONS

The student will be able to:		Students will:		
11. write correct sentence patterns.	W.K.7	reenact three scenes from Peter's day in the snow.	Teacher observation	<i>Five Little Ducks</i> by Pamela
12. generate a graphic organizer.	SL.K.2, SL.K.5		Student response	Paparone
	WIDA 1, 2, 3, 4, 5	create a graphic organizer describing the events in Peter's Day.	Self-assessment	<i>Rosie's Walk</i> by Pat Hutchins
		make a prediction relating to a text or current event.	Completed student work Quizzes	<i>Gingerbread Baby</i> by Jan Brett
		sing songs and chants.	Rubrics/checklists	Five Little Monkeys by Eileen Christelow
		construct a collage of their own winter scene.		<i>The Snowy Day</i> by Ezra Jack Keats
		complete a cloze activity.		<i>The Mitten</i> by Jan Brett Wake up Groundhog by
		design and compose an original		Carol Cohen

– KINDERGARTEN

		<p>story book.</p>	<p><i>Groundhog Day</i> by Michelle Becker</p> <p>The Spirit of Punxsutawney Groundhog Day</p>
--	--	--------------------	--

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
<p>12. (continued)</p>				<p>The Snowy Day video</p> <p>George Washington video</p> <p>Abraham Lincoln video</p> <p>Rosie’s Walk video</p>

– KINDERGARTEN

ELL Grades K-6
16

ENGLISH LANGUAGE LEARNER

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
SPRING CONNECTIONS				
The student will be able to:		Students will:		
13. utilize prepositions correctly. 14. organize and develop a paragraph.	L.K.1 W.K.5, W.K.6	categorize picture cards according to initial consonant sound, draw and label three pictures for that letter create a sequential booklet, individually and/or by group	Teacher observation Student response Self-assessment Completed student	<i>Rain</i> by Robert Kalan <i>Leprechauns Never Lie</i> by Lorna Balian <i>Take Care of Our Earth</i> by Gare Thompson

– KINDERGARTEN

		<p>generate graphic organizers to classify items into specific groups and correctly count them make a prediction relating to text restate descriptive details of text write a paragraph relating to text</p>	<p>work Quizzes</p> <p>Rubrics/checklists</p>	<p><i>The Mother's Day Mice</i> by Eve Bunting</p> <p>Planting a Rainbow by Lois Ehlert <i>The Very Hungry Caterpillar</i> by Eric Carle</p> <p><i>The Sunflower that went Flop</i> by Joy Cowley</p> <p><i>From Butterfly to Caterpillar</i> by Deborah Heiligman</p> <p><i>The Five Senses</i> by Alike</p> <p>Original stories including students' names</p> <p><i>Corduroy Goes to the Beach</i> by Don</p>
--	--	--	---	---

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
--------------------------	-----------	----------------------	-----------------------	---------------

14. (continued)				Freeman and B.G. Hennessy Various Dr. Seuss' books & videos Magic School Bus Goes to Seed video
-----------------	--	--	--	--

– KINDERGARTEN

ENGLISH LANGUAGE LEARNER

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
ANNUAL ONGOING THEMES				
The student will be able to:		Students will:		
15. recognize the letters of the alphabet.	RF.K.3	create a coconut tree and write familiar letters.	Teacher observation	Coconut Tree template <i>Chicka Chicka Boom Boom</i>
16. differentiate between upper case and lower case letters.	RF.K.1d, RF.K.3	use weekly Word Book to practice writing words and drawing pictures related to the letter of the week.	Student response Self-assessment	<i>Book</i> by Bill Martin, Jr.
17. trace and write letters.	RF.K.3			Picture Cards
18. correspond each letter with its sound.	RF.K.3a	sing Jeopardy theme song using the letter sound and	Completed student work Quizzes Rubrics/checklists	Phonics
19. give examples of objects with the appropriate letter of the week.	RF.K.2	vocabulary.		Worksheets Letter Books
20. estimate the quantity of letter of				Graphic Organizers Venn Diagrams

the week objects.				Word Webs Posters Picture Cards Chicka Chicka Boom Boom video
-------------------	--	--	--	---

ELL Grades K-6

19

ENGLISH LANGUAGE LEARNER – KINDERGARTEN

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
ANNUAL ONGOING THEMES				
The student will be able to:		Students will:		
21. identify numbers from 1 to		count the number of days in	Teacher observation	<i>Caps for Sale</i> by

– KINDERGARTEN

<p>183. 22. skip count by 5's and 10's. 23. write numbers from 1 to 20. 24. listen, repeat and recite cardinal numbers. 25. identify simple shapes. 26. draw basic shapes.</p>	<p>K.CC.1 K.CC.3 K.CC.4 K.G.2, K.G.3 K.G.5</p>	<p>school each day by ones, fives & tens. state the day and date on the classroom calendar daily. practice writing numbers within daily lessons. describe characteristics of each shape. sort different common objects according to their shape. identify and draw classroom items and tell what shape they are.</p>	<p>Student response Self-assessment Completed student work Quizzes Rubrics/checklists</p>	<p>Esphyr Slobodkina <i>M & M 's Brand Counting</i> by Barbara Barbieri McGrath <i>One Fish, Two Fish</i> by Dr. Seuss <i>The Shape of Me and Other Stuff</i> by Dr. Seuss</p>
---	--	---	--	--

ENGLISH LANGUAGE LEARNER– KINDERGARTEN

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
ANNUAL ONGOING THEMES				
The student will be able to:		Students will:		
27. demonstrate comprehension of the five basic food groups. 28. categorize foods of American meals of the day. 29. differentiate between healthy and unhealthy foods.	RI.K.1-3 RI.K.8-9 RI.K.9 WIDA 1, 2, 4	as a group, create a Venn Diagram categorizing foods for each meal of the day. identify everyday American food using picture cards or pictures from magazines. design a collage showing healthy and unhealthy item.	Teacher observation Student response Self-assessment Completed student work Quizzes Rubrics/checklists	<i>The Very Hungry Caterpillar</i> by Eric Carle <i>Green Eggs and Ham</i> by Dr. Seuss

ENGLISH LANGUAGE LEARNER – KINDERGARTEN

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
ANNUAL ONGOING THEMES				
The student will be able to:		Students will:		
30. identify seasonal clothing.	W.K.8 SL.K.1 L.K.4 SL.K.4 SL.K.5	sing chants and songs about clothing and getting dressed. play various games, including clothing bingo, to emphasize vocabulary. describe what clothing they are wearing today. match the article of clothing to the appropriate season using charts.	Teacher observation Student response Self-assessment Completed student work Quizzes Rubrics/checklists	<i>Froggy Gets Dressed</i> by Jonathan London

ENGLISH LANGUAGE LEARNER – KINDERGARTEN

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	MATERIALS / RESOURCES
ANNUAL ONGOING THEMES				
The student will be able to:		Students will:		
31. identify seven basic colors.	L.K.1b, L.K.5a	create a rainbow book.	Teacher observation	<i>A Rainbow of My Own</i> by Ron Freeman
32. sequence colors correctly.	L.K.5, SL.K.4	sing the rainbow song as a class.	Student response Self-	<i>The Rainbow Fish</i> by Marcus Pfister
33. recalling details in a text.	RI.K.2 SL.K.6	trace the rainbow words and numbers (1-7).	assessment Completed	Brown Bear Brown Bear, what Do You See? By Bill Martin, Jr.
34. count correctly in order.	WIDA 2, 3, 4	complete a story starter of ...my favorite color of the rainbow isbecause..... complete a fill-in activity.	student work Quizzes Rubrics/checklists	<i>Planting a Rainbow</i> by Louise Ehlert

ENGLISH LANGUAGE LEARNER – KINDERGARTEN

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	MATERIALS / RESOURCES
ANNUAL ONGOING THEMES				
The student will be able to:		Students will:		
35. name members of family and friends. 36. describe characteristics of oneself, families and friends. 37. develop character education traits.	SL.K.1 SL.K.4 SL.K.1, SL.K,6	create a Family Tree. make a self-portrait doll. discuss in a group and draw and narrate a picture about things we like about ourselves and each other.	Teacher observation Student response Self-assessment Completed student work Quizzes Rubrics/checklists	<i>Chrysanthemum</i> by Kevin Henkes <i>A Chair for My Mother</i> by Vera Williams <i>I Like Me</i> by Deborah Connor Coker

	WIDA 1, 5			
--	-----------	--	--	--

Thematic Outline – Grades 1-2

I. THEME ONE: September Connection

- A. Sharing Personal Information
- B. School and Classroom Rules
- C. Summer Vacation/Memories
- D. Feelings and Emotions
- E. School areas, Personnel and Activities
- F. Asking and Answering “Wh” questions

II. THEME TWO: Fall Connections

- A. Weather
- B. Changing of Seasons
- C. Holidays/Symbols – Columbus Day, Halloween, Thanksgiving, Johnny Appleseed
- D. Fire Safety Week
- E. Community Workers
- F. Jobs & Careers
- G. Seasonal Vocabulary

III. THEME THREE: Winter Connections

- a. Seasonal Vocabulary
- b. Holidays/Symbols – New Year’s Day, Martin Luther King, Jr. Day, Valentine’s Day, President’s Day
- c. Animals and Animal Habitats
- d. Clock and Time
- e. Historical Figures and Leaders

Thematic Outline – Grades 1-2 (continued)

IV. THEME FOUR: Spring/Summer Connections

- A. Seasonal Vocabulary
- B. Holidays – Dr. Seuss’s birthday, St. Patrick’s Day, Earth Day, Mother’s Day, Father’s Day
- C. Seeds and Plants
- D. Insects
- E. Neighborhood
- F. Living & Non-Living
- G. Five Senses & Body Parts
- H. Life Cycles
- I. Standards and Metric Measurement
- J. Travel & Transportation
- K. Oceans/Beach

V. THEME FIVE: Annual Ongoing Themes

- A. Phonics, Sight Words, Rhyming and Alphabetizing
- B. Money
- C. Interests, Opinions & Preferences
- D. Patterns and Interpretation of Data
- E. Grammar accuracy

ENGLISH LANGUAGE LEARNER – GRADES 1-2

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
SEPTEMBER CONNECTIONS				
The student will be able to:		Students will:		
38. establish school and classroom rules.	SL.1.1	discuss, write and agree to a behavioral contract.	Teacher observation	Behavioral Contracts
39. draw, identify and describe a picture in oral and written form.	SL.1.5 SL.2.5	draw, describe and write about a picture of a summer memory and present it to the class.	Student response	<i>Pictures from our Vacation</i> by Lynne Rae Perkins
40. describe likes and dislikes.	SL.1.2 SL.2.2 SL.2.3	write a reflection piece about what they liked and disliked about Kindergarten.	Self-assessment Completed student work	<i>The First Day of School</i> by Margaret McNamara
41. ask and answer “Wh” questions.	SL.2.4	complete an “All About Me” poster and present to the class.	Rubrics/checklists	<i>The Quilt</i> by Ann Jonas Graphic Organizers
42. report orally in front of the class.	WIDA 1 WIDA 2	role play/pretend to ask and answer “Wh” questions with regard to various school areas.		Venn Diagrams Word Webs Posters

construct a group quilt naming favorite things.

create a word web to record all the new things about first grade.

Picture Cards

Overhead projector
using
transparencies to
create classroom
rules

ENGLISH LANGUAGE LEARNER– GRADES 1-2

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
FALL CONNECTIONS				
The student will be able to:		Students will:		
43 predict, discuss and retell details of text.	SL.1.5 SL.2.5	create a fall tree project based on a text and complete a story starter.	Teacher observation	<i>It's Pumpkin Time</i> by Zoe Hall
44. write correct sentence patterns.	SL.2.2	report daily weather and write a short weather report of the day.	Student response	<i>A Mouse's First Halloween</i> by Lauren Thompson
45. understand and apply basic math operations.	SL.1.6	actively listen to a text about American holidays and retell main ideas.	Self-assessment Completed student work	<i>Johnny Appleseed</i> by Aiki
46. recognize and differentiate between various community workers.	1.OA.B.3 (Math) 2.LA.A.1 (Math) S.OA.B.2 (Math)	create and design a thematic craft	Quizzes	<i>Apples</i> by Gail Gibbons
47. compare and contrast different types of jobs and careers.	RI.1.7 RI.2.8	practice addition and subtracting using pumpkin seeds.		<i>A Day in the Life of a Firefighter</i> by Linda Hayward
48. construct a friendly letter.	RI.1.3			Graphic Organizers

	W.2.3 WIDA 1, 2, 3, 4, 5	complete a writing prompt. complete a dictation of categorizing various jobs. write a thank you letter to the Fire Department.	Venn Diagrams Word Webs Posters Picture Cards Christopher Columbus video Fire Safety for Kids Video
--	-----------------------------	--	--

ENGLISH LANGUAGE LEARNER – GRADES 1-2

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
WINTER CONNECTIONS				
The student will be able to:		Students will:		
49. generate a graphic organizer.	RI.1.6	make a prediction relating to	Teacher observation	<i>The Tigerskin Rug</i> by Gerald Rose
50. act out an interview.		a text or current event.	Student response	<i>If the Dinosaurs Came Back</i> by Bernard Most
51. compose a correspondence	SL.2.3	sing songs and chants.	Self-assessment	<i>Little Red Hen</i> by Paul

<p>letter.</p> <p>52. demonstrate recognition and application of telling time.</p>	<p>W.2.5</p> <p>WIDA 3</p> <p>WIDA 1, 2, 3, 4, 5</p>	<p>complete a cloze activity.</p> <p>design and compose an original story book.</p> <p>create and answer questions pertaining to a historical figure.</p> <p>write about an American historical figure in a letter to a friend in their native country.</p> <p>construct their own paper clocks and work with a partner practicing telling time on the hour and every half hour.</p>	<p>Completed student</p> <p>work Quizzes</p> <p>Rubrics/checklists</p>	<p>Galdone</p> <p><i>Little Red Hen Makes a</i></p> <p><i>Pizza</i> by Philemon Sturges</p> <p><i>Danny and the Dinosaur</i> by Dayid Hoff <i>Corduroy</i> by Don</p> <p>Freeman</p> <p><i>Sylvester and the Magic Pebble</i> by William Steig <i>Frog & Toad Collection</i> by Arnold Lobel</p> <p><i>Wake up Groundhog</i> by Carol Cohen</p> <p>Enchanted Learning booklets of historical figures</p> <p><i>The Very Busy Spider</i> by Eric Carle</p> <p>The Spirit of Punxsutawney Groundhog Day</p> <p>George Washington video Abraham Lincoln video</p>
--	--	--	--	--

ELL Grades K
29

ENGLISH LANGUAGE LEARNER – GRADES 1-2

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
SPRING/SUMMER CONNECTIONS				
The student will be able to:		Students will:		
53. draw a picture. 54. name/label objects in a picture. 55. describe objects in a picture/text. 56. utilize prepositions correctly. 57. organize and develop a paragraph. 58. identify and interpret inches and centimeters on a ruler.	SL.1.4 W.2.2	categorize picture cards according to initial consonant sound, draw and label three pictures for that letter. create a sequential booklet, individually and/or by group. generate graphic organizers to classify items into specific groups and correctly count them. make a prediction relating to text.	Teacher observation Student response Self-assessment Completed student work Quizzes Rubrics/ checklists	<i>Rain</i> by Robert Kalan <i>Leprechauns Never Lie</i> by Lorna Balian <i>Take Care of our Earth</i> by Gare Thompson <i>The Mother's Day Mice</i> by Eve Bunting <i>Planting a Rainbow</i> by Lois Ehlert Ehlert <i>The Very Hungry Caterpillar</i> by Eric Carle <i>The Sunflower that went Flop</i> by Joy Cowley <i>From Butterfly to Caterpillar</i> by Deborah Heiligman <i>The Five Senses</i> by Alik

<p>59. compare and contrast sizes of different objects.</p>	<p>WIDA 1, 2, 3, 4</p>	<p>restate descriptive details of text.</p> <p>write a paragraph relating to text.</p> <p>examine and measure objects around the classroom & create a class graph comparing findings.</p>	<p>Original stories including students' names</p> <p><i>Corduroy Goes to the Beach</i> by Don Freeman and B.G.</p> <p>Hennessy</p> <p><i>Inch by Inch</i> by Leo Lionni Take Care of Our Earth video</p> <p>Magic School Bus Goes to Seed</p> <p>Magic School Bus: Butterflies</p>
---	------------------------	---	--

ENGLISH LANGUAGE LEARNER – GRADES 1-2

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
ANNUAL ONGOING THEMES				
The student will be able to:		Students will:		
60. produce the sound of each letter of the alphabet.	RF.1.3	use weekly Word Book to practice reading, writing and alphabetizing words.	Teacher observation	Phonics & Picture Cards Letter Books
61. combine consonant sounds into	RF.1.3a		Student response	Writing Journals

<p>blends/clusters.</p> <p>62. distinguish between long and short vowel sounds.</p>	<p>RF.1.2a</p>	<p>identify letters with its corresponding sound using visual cards.</p> <p>use games to practice sight words and phonics (Bingo, Concentration, etc.)</p>	<p>Self-assessment</p> <p>Completed</p> <p>student work</p>	<p>Word Webs</p> <p>Posters</p> <p><i>Hop on Pop</i> by Dr. Seuss</p>
<p>63. recognize, select and produce rhyming words.</p>	<p>RF.1.2a, RF.1.2c</p>		<p>Quizzes</p>	<p>Instructional games (e.g. Bingo, Memory)</p>
<p>64. recognize sight words.</p>	<p>WIDA 2</p>	<p>work with a partner and record rhyming words in the</p>	<p>Checklists</p>	<p>Color rods</p>
<p>65. produce sight words in oral and written form.</p>	<p>WIDA 2</p>	<p>writing journals.</p>		
<p>66. organize words into ABC order.</p>	<p>WIDA 2</p>	<p>write the correct letter (upon hearing its sound) or sight word during a dictation activity.</p>		
<p>67. recognize sight words.</p>	<p>WIDA 2</p>	<p>choose 3-5 pictures exemplifying sound/sight word of the week to write in weekly journal.</p>		

ENGLISH LANGUAGE LEARNER – GRADES 1-2

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
ANNUAL ONGOING THEMES				
The student will be able to:		Students will:		
<p>68. assign monetary values to each coin and bill.</p> <p>69. compute money using addition and subtraction.</p> <p>70. count by ones, fives, tens, and twenty-fives.</p>	<p>RF.1.4</p> <p>L.1.4 L.2.4</p> <p>1.OA.B.3</p> <p>WIDA 1, 3</p>	<p>chorally repeat names and values of coins & bills using flashcards.</p> <p>use manipulatives to practice basic operations.</p> <p>play “money bingo” for reinforcement.</p> <p>role play food shopping using real objects and money manipulatives.</p>	<p>Teacher observation</p> <p>Student response</p> <p>Self-assessment</p> <p>Completed student work</p> <p>Quizzes</p> <p>Checklist</p>	<p>Enchanted Learning activities</p> <p>Coin and bill manipulatives</p> <p>Real objects for role play shopping</p> <p>Flashcards</p>

ENGLISH LANGUAGE LEARNER – GRADES 1-2

PROFICIENCIES/OBJECTIVES	WIDA ELP Standards (Reference Appendix B)	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:		Students will:		
<p>71. discriminate between likes and dislikes.</p> <p>72. differentiate between a fact and an opinion.</p> <p>73. construct examples of facts and opinions.</p>	<p>WIDA 1</p> <p>W.1.1</p> <p>W.2.1</p> <p>W.1.1</p> <p>W.2.1</p>	<p>chart what they like and dislike viewing picture cards as prompts.</p> <p>read a teacher-constructed narrative text as a model for fact vs. opinion.</p> <p>write a narrative text to include at least 3 fact and 3 opinions about themselves.</p> <p>weekly journal write on Mondays what they liked and didn't like about their weekend.</p>	<p>Teacher observation</p> <p>Student response</p> <p>Self-assessment</p> <p>Completed student work</p> <p>Quizzes</p> <p>Checklist</p>	<p><i>I Like Me</i> by Deborah Connor-Coker</p> <p>Sentence Strips</p> <p>Picture cards, posters and postcards Journal books</p> <p>Graphic organizer</p>

ENGLISH LANGUAGE LEARNER – GRADES 1-2

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
ANNUAL ONGOING THEMES				
The student will be able to:		Students will:		
<p>74. recognize different types of sequential patterns.</p> <p>75. complete a pattern.</p> <p>76. interpret visual information into words.</p>	<p>3.OA.D.9 (Math)</p> <p>4.OA.C.5 (Math)</p> <p>SL.1.4, SL.1.6</p> <p>WIDA 2, 3</p>	<p>view the teacher making different patterns using manipulatives.</p> <p>discuss, explain and predict a given pattern (together as a class).</p> <p>work with a partner to give examples of similar patterns using assorted manipulatives.</p> <p>write a concluding explanation of the pattern.</p>	<p>Teacher observation</p> <p>Student response</p> <p>Self-assessment</p> <p>Completed student work</p> <p>Quizzes</p> <p>Checklist</p>	<p>Assorted manipulatives (color rods, coins, letters, shapes, etc.)</p> <p><i>Caps for Sale</i> by Esphyr Slobodkina</p> <p>Writing journals</p>

--	--	--	--	--

Thematic Outline – Grades 3-6

- I. THEME ONE: September Connection
 - A. Greetings & Introductions
 - B. School & Classroom Rules and Procedures
 - C. Summer Vacation/Memories
 - D. Following Directions
 - E. Autobiography

- II. THEME TWO: Fall Connections
 - A. Seasonal Vocabulary
 - B. Weather
 - C. Forces of Nature
 - D. Neighborhood/Communities
 - E. Geography & Topography
 - F. Society & Culture

- III. THEME THREE: Winter Connections
 - A. Seasonal Vocabulary
 - B. Occupations
 - C. Inventions & Inventors
 - D. Historic events, figures & leaders
 - E. Feelings/Emotions
 - F. Branches of Government

- IV. THEME FOUR: Spring Connections
 - A. Seasonal Vocabulary
 - B. Food/Nutrition
 - C. Cost/Money

- D. Earth history/materials
- E. Ecology & Environmental Awareness
- F. Animals

ELL Grades K-6

35

Thematic Outline – Grades 3-6 (continued)

V. THEME FIVE: Annual Ongoing Themes

- A. Journal Writing
- B. Idioms
- C. Various Genres
- D. Letter Writing
- E. Writing Hooks & Leads
- F. Grammar Accuracy

ENGLISH LANGUAGE LEARNER – GRADES 3-6

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
SEPTEMBER CONNECTION				
The student will be able to:		Students will:		
77. identify good and bad acts of conduct.	WIDA 1, 2	develop and comply with a classroom behavioral contract.	Teacher observation	Teacher /Student Behavioral
	SL.3.1, SL.4.1, SL.5.1		Student response	Contract/Acronym Bulletin Board
78. greet and introduce themselves orally.		create an acronym poster set, including examples, to stay on T.R.A.C.K. (tolerance, respect, attitude, cooperation	Self-assessment	Graphic Organizers – 4 box
	SL.3.1, SL.4.1, SL.5.1	respect, attitude, cooperation	Completed student work	Posters
79. comprehend and follow directions.		& kindness).		
80. write a paragraph.	W.3.2, W.4.1, W.5.1	write an autobiographical paragraph, using the four square method & present to the class.		Following Directions Quiz/Game
81. present orally in front of the class.	SL.3.4, SL.5.4, SL.5.4			<i>The Quilt</i> by Ann Jonas
				Teacher created group

82. recall details and retell past events.

SL.3.1, SL.4.1, SL.5.1

draw & describe a picture of a summer memory.

construct an individual puzzle piece responding to autobiographical questions.

puzzle – one piece for each student

ENGLISH LANGUAGE LEARNER – GRADES 3-6

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
FALL CONNECTIONS				
The student will be able to:		Students will:		
83. brainstorm and produce vocabulary.	RI.3.4, RI.4.4, RI.5.5	create a chart of autumnal vocabulary to be used later in original sentences.	Teacher observation	Teacher-created story <i>(Larry the Leaf)</i>
84. use learned vocabulary in sentences.	SL.3.6, SL.4.2, SL.5.2 W.3.2, W.4.2, W.5.2	research on	Student response	Enchanted Learning
85. research and gather information to present orally to class.	RI.4.9, RI.5.9	www. weather.com to collect high and low temperatures for 5 major cities to be recorded in	Self-assessment	www.weather.com
86. create a bar graph.	WIDA 3	a bar graph.	Completed student work	Weather section of local newspaper
87. read a map.	6.1.4.B.1	elicit information from weather section of the local newspaper and	Quizzes	<i>The Meanest Thing to Say</i> by Bill Cosby
88. compare and contrast.	RI.1.3	create and present a local weather report.		<i>The Day of Ahmed's Secret</i> by Florence H. Parry

<p>89. write a descriptive paragraph.</p>	<p>WIDA 2</p> <p>WIDA 1, 2, 3, 4, 5</p>	<p>create a bulletin board of Native American regions/tribes representative of their homes.</p> <p>design and draw a neighborhood map and practice directionality (N,S,E,W).</p> <p>create a totem pole to tell about their family history and write about the significant events</p>	<p><i>Twister</i> by Darlene Bailey Beard</p> <p><i>Native Homes</i> by Bibbie Kalman</p> <p>Graphic organizer</p> <p><i>Pushing Up the Sky</i> by Joseph Bruchac</p>
---	---	---	---

ENGLISH LANGUAGE LEARNER – GRADES 3-6

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
WINTER CONNECTIONS				
The student will be able to:		Students will:		
<p>90. write an informational paragraph answering the 5 W + how questions.</p> <p>91. identify a problem and solution.</p>	<p>W.3.2, W.4.1, W.5.1 RI.3.7</p> <p>RI.3.5, SL.3.1, SL.4.1, SL.5.1</p>	<p>create a brochure of an inventor or historical figure using publisher booklets.</p> <p>read about different U.S. inventors and their inventions</p>	<p>Teacher observation</p> <p>Student response</p> <p>Self-assessment</p>	<p>www.bls.gov/k12/</p> <p>Graphic organizer</p> <p>Microsoft Publisher®</p> <p>Teacher-created Why</p>

<p>92. classify & categorize.</p>	<p>RI.3.3, RI.4.3</p>	<p>and summarize information on a chart.</p>	<p>Completed student work Quizzes</p>	<p>and How Chart K-W-L-H chart (know, want, learn how)</p>
<p>93. read and summarize information.</p>	<p>RL.3.2, RL.4.1, RL.5.1 SL.3.1, SL.4.1, SL.5.3</p>	<p>brainstorm, classify & categorize occupations,</p>	<p>Rubrics/checklists</p>	<p><i>Kidspiration</i>®</p>
<p>94. create a timeline.</p>	<p>W.3.2, W.4.2, W.5.2</p>	<p>inventions and levels of government (done separately) by different criteria.</p>		<p>Real photographs</p>
<p>95. interpret a picture.</p>	<p>W.3.2, W.4.2, W.5.2</p>	<p>research on www.bls.gov/k12/ to find a potential occupation, and write a “day in the life” story.</p> <p>identify a problem and solve it by creating an original invention.</p>		<p><i>If you Grew Up with George Washington</i> by Ruth Belov Gross</p> <p>www.whitehouse.gov</p>

ENGLISH LANGUAGE LEARNER – GRADES 3-6

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
WINTER CONNECTIONS (continued)				
The student will be able to:		Students will:		
95. (continued)		<p>draw a timeline of the lives of famous historical figures & leaders.</p> <p>interpret the emotion of a character from a photograph and then write a story about that person.</p>		

PROFICIENCIES/OBJECTIVES	EVALUATION/ TEACHER	ASSESSMENT	NOTES
The student will be able to:	Students will:		
96. write a step-by-step sequential process.	W.1.7	read about the food pyramid on the team nutrition website.	Teacher observation www.teamnutrition.org
97. add and subtract money amounts.	WIDA.3	group foods into correct categories.	Student response Self-assessment Completed usda.gov www.readwritethink.org
98. sort and categorize according to given criteria.	WIDA.3	select a recipe and make a sequential flip book using template from readwritethink.org .	student work Quizzes Rubrics/checklists kids.nationalgeographic.com/ Animals/creature features
99. make predictions.	WIDA.2	create a healthy shopping list online from shoprite.com website within a given budget.	www.shoprite.com Teacher-created Animal Organizer Sheet Print Shop
99. choose and research an			

<p>100.</p> <p>debate and justify a position.</p>	<p>SL.3.1a SL.3.1d</p>	<p>animal from national geographic website using an organizer sheet.</p> <p>construct a spring theme brochure using Print Shop.</p>	<p><i>Earth Day Hooray</i> by Stuart J. Murphy</p> <p><i>Where Does the Garbage Go</i> by Paul Showers</p>
---	----------------------------	---	--

ENGLISH LANGUAGE LEARNER – GRADES 3-6

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
SPRING CONNECTIONS (continued)				
The student will be able to:		Students will:		
101. generate a theme-based brochure.	W.3.4, W.3.7 W.4.4, W.4.7 W.5.4, W.5.7	make predictions about different scenarios with regard to ecology & the earth. participate in a mock debate about ecology.		

ENGLISH LANGUAGE LEARNER – GRADES 3-6

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
ANNUAL ONGOING THEMES				
The student will be able to:		Students will:		
102. take ownership of and personalize their work area. 103. retell a factual story. 104. share cultural and social traditions. 105. express their opinion.	WIDA 1 SL.3.1, SL.4.2, SL.5.2 RI.3.2 SL.3.3 W.3.1, W.4.1, W.5.1 SL.5.4	choose and decorate their writing journal which they will have for the entire school year. create a rebus story and key using graphics, drawings and/or photos to express given words/ ideas within a story. utilize their journal for various writing to be done	Teacher observation Self-assessment Completed student work in journal	Writing Journals Rebus story templates

ENGLISH LANGUAGE LEARNER – GRADES 3-6

106. self-critique their work.	W.3.3, W.4.3, W.5.3 WIDA 2	during designated journal writing time (assignments will vary from free writes, self-critiques, expressing opinions on a given topic, reflection pieces from a past time, etc.)		
--------------------------------	-----------------------------------	---	--	--

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	MATERIALS / RESOURCES
--------------------------	-----------	----------------------	------------------------	-----------------------

ANNUAL ONGOING THEMES

The student will be able to:		Students will: _____		
107. comprehend the definition of an idiom.	RL.3.5 RI.3.1	listen to various examples of idioms. _____	Teacher observation Student response Self-	<i>In a Pickle and Other Funny Idioms</i> by Marvin Terban

ENGLISH LANGUAGE LEARNER – GRADES 3-6

<p>108. comprehend various idioms and their uses.</p> <p>109. create original sentences including learned idioms .</p>	<p>RL.4.1, RL.4.5, RL.5.5</p> <p>L.3.1.</p> <p>SL.3.1, SL.4.1, SL.5.1</p> <p>W.3.1, W.4.1, W.5.1</p> <p>WIDA 2</p>	<p>brainstorm collaboratively to make educated guesses from context clues as to the meanings of given idioms.</p> <p>work with a partner to create original sentences including learned idioms.</p> <p>work with a partner to write a short dialogue using idioms and present it orally to the class.</p>	<p>assessment Completed</p> <p>student work Quizzes</p>	<p><i>Raining Cats and Dogs: A Collection of Irresistible Idioms and Illustrations to Tickle the Funny Bones of Young</i></p> <p><i>People by Will</i></p> <p>Moses</p>
--	--	---	---	---

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
ANNUAL ONGOING THEMES				

ENGLISH LANGUAGE LEARNER – GRADES 3-6

The student will be able to:		Students will:		
110. recognize and differentiate various genres of literature.	RL.3.2, RL.3.10 RL.4.5, RL.5.7	utilize www.raz-kids.com to read various genres of literature (fiction, biography, poems, etc.)	Teacher observation	www.raz-kids.com
111. comprehend the themes and details of various literature selections.	RL.4.2, RL.5.2, RL.5.9 WIDA 2	answer comprehension questions about the selected readings.	Teacher-generated progress reports from teacher area of Raz-kids website	

ENGLISH LANGUAGE LEARNER – GRADES 3-6

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
ANNUAL ONGOING THEMES				
The student will be able to:		Students will:		
112. analyze different types of letters that can be written. 113. recognize the correct format of a letter and envelope. 114. match the type of letter to the correct purpose. 115. write the correct type of letter given a real-life scenario. 116. look up zip code for a	W.3.4 W.4.4 W.5.4 WIDA 2 WIDA 2 WIDA 2	compare different types of letters supplied by the teacher. participate in a group discussion regarding what type of letters are appropriate for what purpose. write a letter with a partner satisfying a given goal (requesting information	Teacher observation Student response Self-assessment Completed student work	www.usps.gov How to Write Letters and Email by Celia Warren Original letters written by the teacher Writing Letters – R E Media Publications

ENGLISH LANGUAGE LEARNER – GRADES 3-6

<p>location.</p> <p>117. calculate the correct postage for various mailings.</p>	<p>WIDA 3</p>	<p>about a vacation spot, a thank you letter, a complaint letter, etc.)</p> <p>will locate and/or check the zip code by utilizing www.usps.gov.</p> <p>weigh their letter and calculate the postage using www.usps.gov.</p>		
--	---------------	---	--	--

ENGLISH LANGUAGE

– GRADES 3-6

LEARNER

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
ANNUAL ONGOING THEMES				
The student will be able to:		Students will:		
118. comprehend the definition of a hook/lead in writing.	RI.3.8, RI.4.6, RI.5.8	listen to different story beginnings and locate the ones they think “grab” the	Teacher observation	Teacher-generated
119. differentiate between good and bad hooks/leads.	WIDA 2	reader’s attention best. work on various writing	Student response Self- assessment Completed	discussions with class Student-generated work
120. choose the best hook/lead from a given selection from which to choose.	WIDA 2	assignments throughout the year and examine if they are using good hooks/leads in their writing	student work	
121. generate their own original hooks/leads.	W.3.2, W.4.2, W.5.2	write throughout the year use the “roundtable” method (students start by writing a hook/lead and then using a		
122. elaborate and extend other	SL.3.1, SL.4.1, W.5.1			

writer's ideas.

W.3.2, W.4.2, W.5.2

timer, their story goes around the table and is continued by other students. Every 3 minutes, students switch stories until they get their own back at which time they read it and we have class discussions with regard to the completed works.)

ELL Grades K

47

BIBLIOGRAPHY

TEACHER RESOURCE:

Frey, Nancy et. Al. *Reach: Language, Literacy, Content*. (2011). (4 reading levels). Monterey, CA: Hampton Brown/National Geographic

SUPPLEMENTAL RESOURCES FOR ENRICHMENT:

Abraham Lincoln. Nest Entertainment, 1993. Videocassette.

Aliki. *My Five Senses (Let's-Read-and-Find-Out Science 1)*. New York: HarperTrophy, 1989.

Print. Aliki. *The Story of Johnny Appleseed*. New York: Aladdin, 1971. Print.

Arnold., Lobel., *The Frog and Toad Collection Box Set (I Can Read Book 2)*. New York: HarperTrophy, 2004. Print.

Balian, Lorna & Lecia. *Leprechauns Never Lie*. Star Bright Books Inc., 2004. Print.

Barbieri McGrath, Barbara. *The M & M's Brand Counting Book*. Charlesbridge, 1994. Print.

Becker, Michelle Aki. *Groundhog Day (Rookie Read -About Holidays)*. New York: Children's (CT), 2003.

Print. Brett, Jan. *Gingerbread Baby*. Penguin Group, 1999. Print.

Brett, Jan. *The Mitten Board Book Edition*. New York: Putnam Juvenile, 1996. Print.

Bridwell, Norman. *Clifford the Firehouse Dog*. Scholastic, 1994. Print.

Bruchac, Joseph. *Pushing up the Sky*. Penguin Group, 2000. Print.

Bunting, Eve. *The Mother's Day Mice*. Houghton Mifflin Harcourt, 1988. Print. Carle, Eric. *The Very Busy Spider miniature edition*. New York: Philomel, 1989. Print. Carle, Eric. *The Very Hungry Caterpillar*. Penguin Group, 1994. Print. *Chicka Chicka Boom Boom*. Scholastic, 2000. Videocassette. Christelow, Eileen. *Five Little Monkeys Storybook Treasury*. Houghton Mifflin Harcourt, 2009. Print. *Christopher Columbus*. Nest Entertainment, Inc., 1991. Videocassette. Cohen, Carol. *Wake Up, Groundhog*. New York: Knopf Books for Young Readers, 1988. Print. Coker, Deborah Connor. *I Like Me! (Essence) Hrdcvr S*. New York: Golden Books, 1999. Print. Cosby, Bill. *The Meanest Thing to Say (Little Bill Books for Beginning Readers)*. New York: Tandem Library, 1999. Print. Ehlert, Lois. *Planting a Rainbow (Voyager/Hbj Book)*. New York: Voyager Books, 1992. Print. *Fire Safety for Kids*. Children's Video Development, 1995. Videocassette. Freeman, Don. *A Rainbow of My Own*. Penguin Group, 1978. Print. Freeman, Don. *Corduroy*. Penguin Group, 1976. Print. Galdone, Paul. *The Little Red Hen*. New York: Clarion Books, 1985. Print. *George Washington*. Nest Entertainment, 1992. Videocassette.

ELL Grades K

48

SUPPLEMENTAL RESOURCES FOR ENRICHMENT: (cont'd.)

Gibbons, Gail. *Apples*. New York: Holiday house, 2000. Print. Gross, Ruth Belov. *If You Grew Up with George Washington*. Scholastic, 1993. Print. Hall, Zoe. *It's Pumpkin Time!* Scholastic, 1994. Print. Hayward, Linda. *Day in the Life of a Firefighter*. San Val, 2001. Print. Heiligman, Deborah. *From Caterpillar to Butterfly*. HarperCollins, 1996. Print. Henkes, Kevin. *Chrysanthemum*. New York: HarperTrophy, 1996. Print. Hennessy, B.G. *Corduroy Goes to the Beach*. Penguin Group, 2006. Print. Hennessy, B.G. *Corduroy Goes to the Beach*. Penguin Group, 2006. Print. Hoff, Syd. *Danny and the Dinosaur*. HarperCollins, 1992. Print. Hutchins, Pat. *Rosie's Walk*. New York: Aladdin, 1971. Print. Jonas, Ann. *The Quilt (Picture Puffin Books)*. New York: Puffin, 1994. Print. Jr., Bill Martin. *Brown Bear, Brown Bear, What Do You See?* New York: Henry Holt and Co. (BYR), 1996. Print. Kalan, Robert.

- Rain. New York: HarperTrophy, 1991. Print.
- Kalman, Bobbie. *Native Homes (Native Nations of North America)*. Boston: Crabtree Company, 2001. Print. Keats, Ezra Jack. *The Snowy Day*. Penguin Group, 1996. Print. Lionni, Leo. *Inch by Inch*. HarperCollins, 1995. Print.
- London, Jonathan. *Froggy Gets Dressed*. Penguin Group, 1994. Print.
- Maccarone, Grace. *Fall Leaves (Scholastic Reader Level 1)*. New York: Scholastic, 2003. Print. *Magic School Bus: Butterflies*. Scholastic, 1999. Videocassette.
- Martin, Jr., Bill. *Chicka Chicka Boom Boom*. Simon & Schuster, 1989. Print. McNamara, Margaret. *The First Day of School*. Simon & Schuster, 2005. Print. Moses, Will. *Raining Cats and Dogs*. Penguin Group, 2008. Print.
- Most, Bernard. *If the Dinosaurs Came Back*. New York: Voyager Books, 1984. Print. Murphy, Stuart J. *Earth Day-Hooray! (Mathstart)*. New York: Rebound by Sagebrush, 2004. Print. Paparone, Pamela. *Five Little Ducks*. North-South Books, 2005. Print.
- Parry, Florence H. *Day of Ahmed's Secret*. New York: HarperTrophy, 1995. Print. Perkins, Lynne Rae. *Pictures from Our Vacation*. Harper Collins, 2007. Print.
- Pfeffer, Wendy. *From Seed to Pumpkin (Let's-Read-and-Find-Out Science 1)*. New York: HarperCollins, 2004. Print. Pfister, Marcus. *The Rainbow Fish*. North-South Books, 1999. Print. Reasoner, Charles. *Jack-oo-Lantern (Halloween Glow Books)*. New York: Price Stern Sloan, 1999. Print. Rose, Gerald. *Tiger-Skin Rug*. Prentice Hall, 1979. Print. *Rosie's Walk*. Amazing English Video Library. Videocassette.

ELL Grades K

49

- Seuss, Dr. *Green Eggs and Ham (I Can Read It All by Myself Beginner Books)*. New York: Random House Books for Young Readers, 1960. Print. Seuss, Dr. *Hop on Pop*. Random House, 2004. Print.
- Seuss, Dr. *One Fish, Two Fish....* Random House, 1960. Print.
- Seuss, Dr. *The Shape of Me and Other Stuff*. Random House, 1997. Print.
- Showers, Paul. *Where Does the Garbage Go (Let's Read-And-Find-Out Science)*. New York: Tandem Library, 1999. Print. Slate, Joseph. *Miss Bindergarten Gets ready for Kindergarten*. Penguin Group, 2001. Print.
- Slobodkina, Esphyr. *Caps for Sale A Tale of a Peddler, Some Monkeys and Their Monkey Business*. New York: HarperTrophy, 1987. Print. *The Snowy Day*. Amazing English Video Library. Videocassette.
- The Spirit of Punxsutawney Groundhog Day*. West Production Services Inc., 1992. Videocassette.
- Steig, William. *Sylvester and the Magic Pebble (Aladdin Picture Books)*. New York: Aladdin, 1987. Print. Sturges, Philemon, and Amy Walrod. *The Little Red Hen (Makes a Pizza)*. New York: Puffin, 2002. Print. Terban, Marvin.

- In a Pickle And Other Funny Idioms*. New York: Clarion Books, 2007. Print.
- Thompson, Gare. *Take Care of Our Earth*. Harcourt, 1998. Print.
- Thompson, Lauren. *Mouse's First Halloween (Classic Board Books)*. New York: Little Simon, 2003. Print.
- Warren, Celia. *How to Write Letters and E-mail (Qeb How to Write)*. Grand Rapids: QEB, 2008. Print.
- Weigle, Oscar. *Goldilocks*. New York: Grosset & Dunlap, 1979. Print.
- Williams, Vera B. *A Chair for My Mother 25th Anniversary Edition (Reading Rainbow Book)*. New York: HarperTrophy, 1984. Print.
- Writing Letters*. R E Media Publications. Print.

WEBSITES:

- www.enchantedlearning.com www.weather.com
- www.bls.gov/k12/ www.whitehouse.gov
- www.teamnutrition.usda.gov
- www.readwritethink.org
- www.kids.nationalgeographic.com/animals/creaturefeatures
- www.shoprite.com www.raz-kids.com
- www.usps.gov

ELL Grades K
50

ADDITIONAL RESOURCES AND MATERIALS

New Jersey Common Core Curriculum Content Standards: Language Arts (2010) <http://www.state.nj.us/education/cccs/>

Bilingual Education Administrative Code of the State of New Jersey (NJAC 6A:15)

Carousel of Ideas Language Arts Program, Ballard & Tighe, Brea, CA

Creative Ideas Workbooks, Ballard & Tighe, Brea, CA

-6

Other commercially available materials including use of technology and speech/language therapy materials are used to augment and enhance the learning process.