

ELL Curriculum



English Language Learners

Grades K-8

Morris Plains School District Morris Plains, NJ

Middle School ELL Curriculum

Adopted by the Morris Plains Board of Education April 9, 2019

Units are aligned to the NJ SLS & WIDA (2014)

Board Members 2019-20

Denise Rawding, President

Shawna Longo, Vice President

Diane DelRusso

Lucia Galdi

Adam Higgins

Amy Lyons

Maria Manley

Christina Perry

Jessica Williams

Administrators

Mark Maire, Superintendent

Amy Barkman, Business Administrator

Andrew Kramar, Borough School Principal

Lindsay Vieira, Mountain Way School Principal, Director of Curriculum

Christine Lion-Bailey, Director of Technology and Innovation

Megan Gropp, Director of Special Education

Unit Title: **ELL - Kindergarten**

Length of Unit: **ONGOING**

NJ SLS: **WIDA STANDARDS**

The WIDA/ELP Standards

Standard		Abbreviation
English Language Proficiency Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Proficiency Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Proficiency Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Proficiency Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Proficiency Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

4

Essential Questions:

- *What happens at school?*
- *What do families do together?*
- *How are communities different?*
- *How are plants alike and different?*
- *What are farm animals like?*
- *What happens in each season?*
- *What is in the sky?*
- *What do people do?*
- *How are people the same and different around the world?*

STAGE 1: DESIRED RESULTS

Learners will be able to...

Speaking and Listening:

- **Greet** and **respond** to requests and warning phrases using social language skills
- **Develop** conversational skills using previously learned elements
- **Ask** and **answer** discussion questions related to a theme
- **Make** requests and **give** responses
- **Share** ideas using sentence frames
- **Develop** new vocabulary while playing games
- **Describe** prior experiences related to a theme
- **Use** language for classroom communication
- **Practice** new vocabulary related to the theme
- **Practice** the social skills of expressing feelings and inferring feelings from facial expressions
- **Practice** the social skills of agreeing and disagreeing
- **Use** complete sentences to express likes
- **Conduct** an interview
- **Identify** and **supply** rhyming words

Reading:

- **Learn** and **use** content-specific academic vocabulary in context
- **Blend** words to sentences
- **Compare** two reading selections
- **Apply** a comprehension strategy to support understanding
- **Apply** a reading fluency technique

Writing:

- **Brainstorm** sentences about a specific topic
- **Connect** prior experiences to the unit theme by **dictating, drawing, and/or writing**
- **Look** at two readings and **compare** using drawings and sentences
- **Discuss** their writing piece

STAGE 2: ASSESSMENT EVIDENCE

What performance and products will reveal evidence of understanding?

Ongoing Assessments will include:

*-writing and speaking assessments using WIDA rubrics alongside content checklists
-reading and listening assessments to check for understanding of academic English vocabulary and content.*

What other evidence will be collected to reflect other desired results?

The annual standardized test WIDA ACCESS for ELLs 2.0 will be administered during the New Jersey testing window as required by the NJDOE.

For grades K-2, the computer-based individualized learning program Freckle will be used for math and Language Arts practice as well as assessment and data.

For grades 3-8, the computer-based individualized learning program ESL Reading Smart will be used for reading, comprehension and vocabulary practice as well as assessment and data.

STAGE 3: LEARNING PLAN

What activities, experiences, and lessons will lead to achievement of the desired results and

success at the assessments?

For grades K-2, the computer-based individualized learning program Freckle will be used for Math and Language Arts practice as well as assessment and data.

For grades 3-8, the computer-based individualized learning program ESL Reading Smart will be used for reading, comprehension and vocabulary practice as well as assessment and data.

Reading A to Z and Raz Kids reading programs will also be used for grades K-8 for ongoing reading practice at each student's reading level.

Please note that instructional time will also be used to supplement class time to support ELL students' achievement in their core subjects.

ELL Kindergarten units:

- Unit 1: At School
- Unit 2: Family & Community
- Unit 3: Plants & Animals
- Unit 4: The Seasons & the Sky
- Unit 5: The Things People Do

ELL - ALL GRADE LEVELS - HOLIDAYS UNIT - periodic celebrations, conversations, and activities to introduce and promote understanding of US cultural traditions - will correspond with the calendar.

Unit Title: **ELL - Grades 1-2**

Length of Unit: **ONGOING**

NJ SLS: **WIDA STANDARDS**

The WIDA/ELP Standards

Standard		Abbreviation
English Language Proficiency Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Proficiency Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Proficiency Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Proficiency Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Proficiency Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

4

Essential Questions:

- *What is a community?*
- *What makes a family?*
- *How do we stay alive?*
- *How do we get what we need?*
- *What are our responsibilities to each other?*
- *Why do we need maps?*
- *Why is nature always changing?*

STAGE 1: DESIRED RESULTS

Learners will be able to....

Speaking and Listening:

- **Greet** and respond to greetings using social language skills
- **Develop** the social language skills of introduction

- **Develop** the social language skill of asking for assistance
- **Develop** skills to engage in game play
- **Ask and answer** discussion questions related to a theme
- **Respond** to comprehension questions
- **Share** ideas using sentence frames
- **Understand** classroom directions
- **Describe** prior experiences related to a theme
- **Apply** new vocabulary in games
- **Restate** someone's comments
- **Discuss** the unit's Big Question
- **Build** vocabulary by responding to prompts
- **Listen and restate** someone's comments
- **Categorize** items by colors

Reading:

- **Learn** the form of a story
- **Learn and use** content-specific academic vocabulary in context
- **Blend and categorize** objects
- **Build** vocabulary by reading a story
- **Apply** comprehension strategies

Writing:

- **Connect** prior experiences to the unit theme by **dictating, drawing, and/or writing**
- **Learn** the writing forms of personal narratives, stories and reports
- **Plan** writing using a graphic organizer
- **Develop** an understanding of the form of a story
- **Collaborate** to create a shared story, narrative or report
- **Draft, revise, edit and publish** writing pieces
- **Discuss, write and define** using new vocabulary
- **Share** a story or report

STAGE 2: ASSESSMENT EVIDENCE

What performance and products will reveal evidence of understanding?

Ongoing Assessments will include:

*-writing and speaking assessments using WIDA rubrics alongside content checklists
-reading and listening assessments to check for understanding of academic English vocabulary and content.*

What other evidence will be collected to reflect other desired results?

The annual standardized test WIDA ACCESS for ELLs 2.0 will be administered during the New Jersey testing window as required by the NJDOE.

For grades K-2, the computer-based individualized learning program Freckle will be used for Math and Language Arts practice as well as assessment and data.

For grades 3-8, the computer-based individualized learning program ESL Reading Smart will be used for reading, comprehension and vocabulary practice as well as assessment and data.

STAGE 3: LEARNING PLAN

What activities, experiences, and lessons will lead to achievement of the desired results and success at the assessments?

For grades K-2, the computer-based individualized learning program Freckle will be used for Math and Language Arts practice as well as assessment and data.

For grades 3-8, the computer-based individualized learning program ESL Reading Smart will be used for reading, comprehension and vocabulary practice as well as assessment and data.

Reading A to Z and Raz Kids reading programs will also be used for grades K-8 for ongoing reading practice at each student's reading level.

Please note that instructional time will also be used to supplement class time to support ELL students' achievement in their core subjects.

ELL grades 1-2 units:

- Unit 1: Family & Community
- Unit 2: Living things
- Unit 3: Supplies and the planet
- Unit 4: The Map
- Unit 5: Everything Changes

ELL - ALL GRADE LEVELS - HOLIDAYS UNIT - periodic celebrations, conversations, and activities to introduce and promote understanding of US cultural traditions - will correspond with the calendar.

Unit Title: **ELL - Grades 3-5**

Length of Unit: **ONGOING**

NJ SLS: **WIDA STANDARDS**

The WIDA/ELP Standards

Standard		Abbreviation
English Language Proficiency Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Proficiency Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Proficiency Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Proficiency Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Proficiency Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

4

Essential Questions:

- *How important are traditions?*
- *How can where you are change who you are?*
- *What is nature's network?*
- *How do we relate to nature?*
- *What happens when nature loses its balance?*
- *How can we preserve our traditions?*
- *Why do we seek treasure?*
- *Why learn about other places?*
- *What does it take to explore space?*
- *What does it take to settle a new land?*
- *What's worth protecting?*
- *Why should we care about garbage?*

STAGE 1: DESIRED RESULTS

Learners will be able to...

Speaking and Listening:

- **Participate** in teacher-led discussions and **describe** prior experiences related to a theme
- **Use** content-specific words in discussions
- **Identify** formal and informal language
- **Use** academic language to **answer** questions and **give** explanations
- **Demonstrate** understanding of theme-related vocabulary and ideas by answering questions or prompts
- **Use** gestures, illustrations or restating to demonstrate understanding of vocabulary words
- **Give** and **ask** for an opinion
- **Critique** others' writing using a rubric
- **Retell** using theme-related vocabulary
- **Explain** connections between thematic concepts
- **Make** an oral presentation
- **Categorize** objects and actions
- **Identify** the action words in sentences
- **Act** out sentences with action verbs
- **Use** action words in sentences with correct subject-verb agreement
- **Use** adverbs that tell how and when
- **Identify** adverbs that describe action verbs
- **Form** the past tense of regular action verbs
- **Ask** and **answer** questions using adverbs of frequency and intensity
- **Use** the verbs *should*, *must* and *have to* to express obligation
- **Categorize** nouns, verbs, adjectives and adverbs
- **Read** and **pronounce** words with inflection
- **Demonstrate** understanding of the meanings of prefixes and suffixes
- **Identify** where a sound occurs in a word (beginning, middle or end)
- **Combine** sentences with action verbs

Reading:

- **Apply** comprehension skills and strategies
- **Read** and **discuss** a graphic novel, an informational article, a realistic fiction story, a historical fiction story, a poem, a website page, etc.
- **Read, discuss** and **compare** different kinds of text on the same topic
- **Discuss** and **summarize** a plot
- **Identify** the text features of different kinds of writing (i.e. procedural text, how-to article, poem, historical fiction, non-fiction)
- **Identify** personification
- **Compare** genres
- **Read** fluently
- **Convey** emotion and meaning in fluent reading
- **Get** information from a map
- **Interpret** a graphic organizer
- **Determine** cause and effect
- **Read** words with digraphs *ch*, *sh*, *th*, *ph* and *wh*, and trigraph *tch*
- **Read** words and **divide** to **identify** syllables and endings

Writing:

- **Use** notes and a word map to plan writing
- **Use** a rubric to **evaluate** and **revise** first drafts

- **Edit, publish and share** writing
- **Write** words by identifying sounds (such as ch, sh, th)
- **Write** a response to a critical thinking question about a selection
- **Write** in various forms (letter, essay, poem, story, etc)
- **Apply** rules for using commas in a list
- **Record** observations and conclusions from an experiment using words and diagrams

STAGE 2: ASSESSMENT EVIDENCE

What performance and products will reveal evidence of understanding?

Ongoing Assessments will include:

*-writing and speaking assessments using WIDA rubrics alongside content checklists
-reading and listening assessments to check for understanding of academic English vocabulary and content.*

What other evidence will be collected to reflect other desired results?

The annual standardized test WIDA ACCESS for ELLs 2.0 will be administered during the New Jersey testing window as required by the NJDOE.

For grades K-2, the computer-based individualized learning program Freckle will be used for math and Language Arts practice as well as assessment and data.

For grades 3-8, the computer-based individualized learning program ESL Reading Smart will be used for reading, comprehension and vocabulary practice as well as assessment and data.

STAGE 3: LEARNING PLAN

What activities, experiences, and lessons will lead to achievement of the desired results and success at the assessments?

For grades K-2, the computer-based individualized learning program Freckle will be used for Math and Language Arts practice as well as assessment and data.

For grades 3-8, the computer-based individualized learning program ESL Reading Smart will be used for reading, comprehension and vocabulary practice as well as assessment and data.

Reading A to Z and Raz Kids reading programs will also be used for grades K-8 for ongoing reading practice at each student's reading level.

Please note that instructional time will also be used to supplement class time to support ELL students' achievement in their core subjects.

ELL grades 3-5 units:

- Unit 1: Cultures and Traditions
- Unit 2: Nature's Balance and Network
- Unit 3: Treasures of our Past and Present

- Unit 4: Exploring our World and Beyond
- Unit 5: Protecting our Planet

ELL - ALL GRADE LEVELS - HOLIDAYS UNIT - periodic celebrations, conversations, and activities to introduce and promote understanding of US cultural traditions - will correspond with the calendar.

A1335/S1569 (LGBTQ/Disabilities) – requires that middle and high school students learn about the social, political and economic contributions of LGBT individuals, but leaves it up to local districts to determine how to teach those lessons. It also requires that schools teach about people with disabilities.

Unit Title: **ELL - Grades 6-8**

Length of Unit: **ONGOING**

NJ SLS: **WIDA STANDARDS**

The WIDA/ELP Standards

Standard		Abbreviation
English Language Proficiency Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Proficiency Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Proficiency Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Proficiency Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Proficiency Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

4

Essential Questions:

- *What makes an idea powerful?*
- *How do decisions affect your identity?*
- *How can your location affect the way you live?*
- *What defines home?*
- *How do discoveries change us and the world?*
- *What do we learn about people from their artistic expressions?*
- *How should people use their talents?*
- *How do sports bring people together?*
- *How should people overcome conflict?*

- *How do we depend on Earth's resources?*
- *How should people deal with the forces of nature?*
- *How can changing our ways benefit the Earth?*

STAGE 1: DESIRED RESULTS

Learners will be able to...

Speaking and Listening:

- **Participate** in teacher-led discussions and **describe** prior experiences related to a theme
- **Use** content-specific words in discussions
- **Identify** formal and informal language
- **Use** academic language to **answer** questions and **give** explanations
- **Demonstrate** understanding of theme-related vocabulary and ideas by answering questions or prompts
- **Use** gestures, illustrations or restating to demonstrate understanding of vocabulary words
- **Give** and **ask** for an opinion
- **Critique** others' writing using a rubric
- **Retell** using theme-related vocabulary
- **Explain** connections between thematic concepts
- **Make** an oral presentation
- **Categorize** objects and actions
- **Identify** the action words in sentences
- **Act** out sentences with action verbs
- **Use** action words in sentences with correct subject-verb agreement
- **Use** adverbs that tell how and when
- **Identify** adverbs that describe action verbs
- **Form** the past tense of regular action verbs
- **Ask** and **answer** questions using adverbs of frequency and intensity
- **Use** the verbs *should*, *must* and *have to* to express obligation
- **Categorize** nouns, verbs, adjectives and adverbs
- **Read** and **pronounce** words with inflection
- **Demonstrate** understanding of the meanings of prefixes and suffixes
- **Identify** where a sound occurs in a word (beginning, middle or end)
- **Combine** sentences with action verbs

Reading:

- **Apply** comprehension skills and strategies
- **Read** and **discuss** a graphic novel, an informational article, a realistic fiction story, a historical fiction story, a poem, a website page, etc.
- **Read**, **discuss** and **compare** different kinds of text on the same topic
- **Discuss** and **summarize** a plot
- **Identify** the text features of different kinds of writing (i.e. procedural text, how-to article, poem, historical fiction, non-fiction)
- **Identify** personification
- **Compare** genres
- **Read** fluently
- **Convey** emotion and meaning in fluent reading
- **Get** information from a map
- **Interpret** a graphic organizer
- **Determine** cause and effect
- **Read** words with digraphs *ch*, *sh*, *th*, *ph* and *wh*, and trigraph *tch*

- **Read** words and **divide** to **identify** syllables and endings

Writing:

- **Use** notes and a word map to plan writing
- **Use** a rubric to **evaluate** and **revise** first drafts
- **Edit, publish** and **share** writing
- **Write** words by identifying sounds (such as ch, sh, th)
- **Write** a response to a critical thinking question about a selection
- **Write** in various forms (letter, essay, poem, story, etc)
- **Apply** rules for using commas in a list
- **Record** observations and conclusions from an experiment using words and diagrams

STAGE 2: ASSESSMENT EVIDENCE

What performance and products will reveal evidence of understanding?

Ongoing Assessments will include:

*-writing and speaking assessments using WIDA rubrics alongside content checklists
-reading and listening assessments to check for understanding of academic English vocabulary and content.*

What other evidence will be collected to reflect other desired results?

The annual standardized test WIDA ACCESS for ELLs 2.0 will be administered during the New Jersey testing window as required by the NJDOE.

For grades K-2, the computer-based individualized learning program Freckle will be used for Math and Language Arts practice as well as assessment and data.

For grades 3-8, the computer-based individualized learning program ESL Reading Smart will be used for reading, comprehension and vocabulary practice as well as assessment and data.

STAGE 3: LEARNING PLAN

What activities, experiences, and lessons will lead to achievement of the desired results and success at the assessments?

For grades K-2, the computer-based individualized learning program Freckle will be used for math and Language Arts practice as well as assessment and data.

For grades 3-8, the computer-based individualized learning program ESL Reading Smart will be used for reading, comprehension and vocabulary practice as well as assessment and data.

Reading A to Z and Raz Kids reading programs will also be used for grades K-8 for ongoing reading practice at each student's reading level.

Please note that instructional time will also be used to supplement class time to support ELL students' achievement in their core subjects.

ELL Grades 6-8 Units:

- Unit 1: Ideas and Decisions
- Unit 2: Home
- Unit 3: Discovery, Art and Talent
- Unit 4: Conflict and Resolution
- Unit 5: Forces of Nature

ELL - ALL GRADE LEVELS - HOLIDAYS UNIT - periodic celebrations, conversations, and activities to introduce and promote understanding of US cultural traditions - will correspond with the calendar.