

## **Kinnelon Public Schools**

**Curriculum Scope and Sequence** 

for

**English Language Services Grades 3-5** 

Created by Marisela Lane Date 07/17/2017 Board Approval Date 8/24/2017

CURRICULUM SCOPE AND SEQUENCE					
Content Area English Language Services Course Title/Grade Level:		Grade 3			
	GENERAL OVERVIEW AND PACING				
Topic/Unit Name Suggested Pacing (Days/Weeks/Periods)					
Topic/Unit 1	Copic/Unit 1 All About Me and Around Me		October – June 3x/week (40 minutes per class)		
Topic/Unit 2	Communication Communication		October – June 3x/week (40 minutes per class)		
Topic/Unit 3 Holiday Celebrations		October – June 3x/week (40 minutes per class)			

<b>Unit/Topic Title</b>	Unit 1; Unit 2; Unit 3	Approximate Pacing	October - June		
	OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS				
Students will un	derstand that:				
	ugh active listening they will be able to listen for a variety of situations and pu		ı skills.		
	nstrating the ability to ask questions and respond to questions will aid in effect				
	gical awareness and a sense of sound symbol relationships, including phonemes and recognizing words through letter sound correspondence, structural analysis		id in randing		
	ndard English conventions in all writing will aid in comprehensible writing.	sis, and word study skins will a	id in reading.		
	ing and understanding how visual and verbal messages impact learning, thoug	ht, and emotions will aid in cor	nmunication.		
	WIDA STANDARDS				
English	W1: Social and Instructional Language / W2: The Language of Language	Arts / W3: The Language of M	Sathematics / W4: The Language of		
Language	Science / W5: The Language of Social Studies				
Proficiency					
ELP 1	Language needed/Vocabulary usage; Discourse Complexity; Language For	rms and Conventions:			
LLI	Most common vocabulary; single words; memorized language				
ELP 2	ELP 2 High frequency vocabulary; phrases, short sentences; language with errors where meaning is obscured				
ELP 3	ELP 3 General and some specific vocabulary; series of related sentences; language with errors but meaning is retained		tained		
ELP 4	ELP 4 Specialized and some technical vocabulary; moderate discourse; language with minimal errors				
ELP 5	ELP 5 Specialized and some technical vocabulary; complex discourse; language comparable to English peers				
Related Standards (e.g., Technology Standard 8, 21st Century Life and Careers, Standard 9, NJSLS ELA Companion Standards are required for all 6-12					
	es, and/or others: ISTE, AASL, etc.)				
Standard Code	Standard Language				
CRP1.	Act as a responsible and contributing citizen and employee.				
CRP2.	Apply appropriate academic and technical skills.				
CRP4.	Communicate clearly and effectively and with reason.				
CRP5.	Consider the environmental, social and economic impacts of decisions.				
CRP6.	Demonstrate creativity and innovation.				
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving	g them.			
CRP9.	Model integrity, ethical leadership and effective management.				
CRP11.	Use technology to enhance productivity.				
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Work productively in teams while using cultural global competence.

CRP12.

STUDENT LEARNING GOALS				
Direct (D), Guided (G) or Independent (I)				
Key Knowledge	D, G, I	Process/Skills/Procedures/Application of Key Knowledge	D, G, I	
Students will know:  Names of objects around him/her Foods and feasts Animals (farm, zoo, forest, jungle, pets) The Body Common expressions To identify colors and shapes Spatial concept (of directions) To identify pictures of people in various occupations Names of animals (farm. zoo, forest, etc) Common foods and associate them with meals of the day To follow 2 to 4 simple directions To ask questions using the present tense Possessive Pronouns Weather and Seasons The different holidays celebrated in the US and around the world To tell a story with a beginning, middle and ending using familiar topics To read and write the alphabet in sequence To write original sentences	D/G	<ul> <li>Students will be able to: <ul> <li>Listening: students will be able to aurally comprehend spoken English in both a social and academic setting.</li> <li>Speaking: students will be able to speak English in both social and school setting.</li> <li>Reading: students will be able to read (decode and comprehend) text for recreational and academic purposes.</li> <li>Writing: students will be able to write for personal and academic purposes.</li> </ul> </li> </ul>	D/G	
		OF LEARNING		
Formative Assessments  Participation, class discussions, worksheets, homework, retell, list, sorting, fluency practice, following directions and successfully completing activities and exercises with little assistance.				
Summative Assessments Completing projects, role pl	oleting assignments			
RESOURCES				
http://www.nj.gov/education/bilingual/resources/newcomer.htm;	http://www.nj.g	ov/education/parents/; http://www.colorincolorado.org/families	· ,	
http://www.starfall.com/; http://4kidsesl.com/; http://www.eslkid	lsworld.com/inde	ex.html;http://www.esl-kids.com/; http://www.pdictionary.com/	,	
http://www.kizclub.com/; https://www.readinga-z.com/; http://www.abcya.com/; http://www.mes-games.com/;https://www.spellingcity.com/;				
https://www.funbrain.com/; https://www.surfnetkids.com/				

CURRICULUM SCOPE AND SEQUENCE					
Content Area English Language Services Course Title/Grade Level:		Grade 4			
	GENERAL OVERVIEW AND PACING				
Topic/Unit Name Suggested Pacing (Days/Weeks/Periods)					
Topic/Unit 1 All About Me and Around Me		October – June 3x/week (40 minutes per class)			
Topic/Unit 2	Topic/Unit 2 Communication		October – June 3x/week (40 minutes per class)		
Topic/Unit 3 Holiday Celebrations		October – June 3x/week (40 minutes per class)			

Unit/Topic Title	Unit 1; Unit 2; Unit 3	Approximate Pacing	October - June
	OBJECTIVES, ESSENTIAL QUESTIONS, END	URING UNDERSTANDINGS	
Students will unde	erstand that:		
•	tive listening is based upon the situation and the way (tone) it is spoken.		
	g and using Standard English appropriately will enable them to effectivel		
	anding of phonological awareness and a sense of sound-symbol relationsl	nips will aid in reading.	
	riting will aid in effective written communication.  ance of constructing meaning by responding to visual messages to aid in	language acquisition	
• the import	WIDA STANDARD	<del>• • •</del>	
English	W1: Social and Instructional Language / W2: The Language of Language		lathematics / WA. The Language of
Language	Science / W5: The Language of Social Studies	ige Arts / W.S. The Language of W	athematics / W4. The Language of
Proficiency	Secretary with the case and a second and a second and a second as		
•	Language needed/Vocabulary usage; Discourse Complexity; Language	Forms and Conventions:	
ELP 1	Most common vocabulary; single words; memorized language		
ELP 2	High frequency vocabulary; phrases, short sentences; language with err	ors where meaning is obscured	
ELP 3	General and some specific vocabulary; series of related sentences; lang	uage with errors but meaning is re-	tained
ELP 4	Specialized and some technical vocabulary; moderate discourse; language with minimal errors		
ELP 5	Specialized and some technical vocabulary; complex discourse; language comparable to English peers		
Related Standard	ls (e.g., Technology Standard 8, 21st Century Life and Careers, Stand	lard 9, NJSLS ELA Companion	Standards are required for all 6-1
	, and/or others: ISTE, AASL, etc.)		•
standard Code	Standard Language		
CRP1.	Act as a responsible and contributing citizen and employee.		
CRP2.	Apply appropriate academic and technical skills.		
CRP4.	Communicate clearly and effectively and with reason.		
CRP5.	CRP5. Consider the environmental, social and economic impacts of decisions.		
CRP6.	CRP6. Demonstrate creativity and innovation.		
GD DO	Utilize critical thinking to make sense of problems and persevere in sol	ving them.	
CRP8.			

STUDENT LEARNING GOALS				
	Dire	ct (D), Guided (	G) or Independent (I)	
Key Knowledge		D, G, I	Process/Skills/Procedures/Application of Key Knowledge	D, G, I
Students will know:  Names of objects around him/her Foods and feasts Animals (farm, zoo, forest, jungle, p The Body Common expressions To identify colors and shapes Spatial concept (of directions) To identify pictures of people in var. Names of animals (farm. zoo, forest Common foods and associate them v day To follow 2 to 4 simple directions To ask questions using the present to Possessive pronouns Weather and seasons The different holidays celebrated in the world To tell a story with a beginning, mid using familiar topics To read and write the alphabet in second	ious occupations, etc) with meals of the ense the US and around ldle and ending	D/G	<ul> <li>Listening: students will be able to aurally comprehend spoken English in both a social and academic setting.</li> <li>Speaking: students will be able to speak English in both social and school setting.</li> <li>Reading: students will be able to read (decode and comprehend) text for recreational and academic purposes.</li> <li>Writing: students will be able to write for personal and academic purposes.</li> </ul>	D/G
			OF LEARNING	
			sheets, homework, retell, list, sorting, fluency practice, following exercises with little assistance.	g directions and
Summative Assessments Completing projects,		1 7 0,	d completing assignments	
RESOURCES				
http://www.nj.gov/education/bilingual/resou	rces/newcomer.htm;	http://www.nj.go	ov/education/parents/; http://www.colorincolorado.org/families	,
			ex.html;http://www.esl-kids.com/; http://www.pdictionary.com/	,
http://www.kizclub.com/; https://www.readinga-z.com/; http://www.abcya.com/; http://www.mes-games.com/;https://www.spellingcity.com/;				
https://www.funbrain.com/; https://www.surfnetkids.com/				

CURRICULUM SCOPE AND SEQUENCE					
Content Area English Language Services Course Title/Grade Level:		Grade 5			
	GENERAL OVERVIEW AND PACING				
Topic/Unit Name Suggested Pacing (Days/Weeks/Periods)					
Topic/Unit 1 All About Me and Around Me		October – June 3x/week (40 minutes per class)			
Topic/Unit 2	Topic/Unit 2 Communication		October – June 3x/week (40 minutes per class)		
Topic/Unit 3 Holiday Celebrations		October – June 3x/week (40 minutes per class)			

Unit/Topic Title	Unit 1; Unit 2; Unit 3		Approximate Pacing	October - June		
	OBJECTIVES, ESSEN	TIAL QUEST	ONS, ENDURING UNDERSTANDINGS			
Students will unde	Students will understand that:					
	<ul> <li>through active listening is based upon the situation and the way (tone) it is spoken.</li> <li>recognizing and using Standard English appropriately will enable them to effectively communicate.</li> </ul>					
an understa	anding of phonological awareness and a sense	of sound-symb				
	iting will aid in effective written communicati					
• the importa	ance of constructing meaning by responding to					
			TANDARDS			
English Language Proficiency	W1: Social and Instructional Language / W7 Science / W5: The Language of Social Stud		e of Language Arts / <b>W3:</b> The Language of N	Mathematics / <b>W4:</b> The Language of		
ELD 1	Language needed/Vocabulary usage; Discou	rse Complexity	; Language Forms and Conventions:			
ELP 1	Most common vocabulary; single words; me	morized langua	age			
ELP 2	High frequency vocabulary; phrases, short sentences; language with errors where meaning is obscured					
ELP 3	General and some specific vocabulary; series of related sentences; language with errors but meaning is retained					
ELP 4	Specialized and some technical vocabulary; moderate discourse; language with minimal errors					
ELP 5	Specialized and some technical vocabulary; complex discourse; language comparable to English peers					
	s (e.g., Technology Standard 8, 21st Centur and/or others: ISTE, AASL, etc.)	y Life and Ca	reers, Standard 9, NJSLS ELA Companion	Standards are required for all 6-12		
Standard Code	Standard Language					
CRP1.	Act as a responsible and contributing citizen	and employee.				
CRP2.	Apply appropriate academic and technical skills.					
CRP4.	Communicate clearly and effectively and with reason.					
CRP5.	Consider the environmental, social and economic impacts of decisions.					
CRP6.	Demonstrate creativity and innovation.					
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.					
CRP11.	Use technology to enhance productivity.					
		STUDENT LE	ARNING GOALS			
	Dire	ct (D), Guided	(G) or Independent (I)			
Key Knowledge		D, G, I	Process/Skills/Procedures/Application of	Key Knowledge D, G, I		

Formative Assessments	Participation, class discussions, worksheets, homework, retell, list, sorting, fluency practice, following directions and successfu	
	completing activities and exercises with little assistance.	
Summative Assessments	Completing projects role playing and completing assignments	

## RESOURCES

http://www.nj.gov/education/bilingual/resources/newcomer.htm; http://www.nj.gov/education/parents/; http://www.colorincolorado.org/families; http://www.starfall.com/; http://dkidsesl.com/; http://www.eslkidsworld.com/index.html;http://www.esl-kids.com/; http://www.pdictionary.com/; http://www.kizclub.com/; https://www.readinga-z.com/; http://www.abcya.com/; http://www.mes-games.com/;https://www.spellingcity.com/; https://www.funbrain.com/; https://www.surfnetkids.com/