



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
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CURRICULUM SCOPE AND SEQUENCE

Content Area	English Language Services	Course Title/Grade Level:	Grade 3
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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	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, ENDURING UNDERSTANDINGS			
<i>Students will understand that:</i>			
<ul style="list-style-type: none"> ● that through active listening they will be able to listen for a variety of situations and purposes to aid in communication skills. ● by demonstrating the ability to ask questions and respond to questions will aid in effective communications. ● phonological awareness and a sense of sound symbol relationships, including phonemes, will aid in reading. ● decoding and recognizing words through letter sound correspondence, structural analysis, and word study skills will aid in reading. ● using standard English conventions in all writing will aid in comprehensible writing. ● recognizing and understanding how visual and verbal messages impact learning, thought, and emotions will aid in communication. 			
WIDA STANDARDS			
English Language Proficiency	W1: Social and Instructional Language / W2: The Language of Language Arts / W3: The Language of Mathematics / W4: The Language of Science / W5: The Language of Social Studies		
ELP 1	Language needed/Vocabulary usage; Discourse Complexity; Language Forms and Conventions: Most common vocabulary; single words; memorized language		
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		
Related Standards (e.g., Technology Standard 8, 21st Century Life and Careers, Standard 9, NJSL ELA Companion Standards are required for all 6-12 non-ELA courses, 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 them.		
CRP9.	Model integrity, ethical leadership and effective management.		
CRP11.	Use technology to enhance productivity.		
CRP12.	Work productively in teams while using cultural global competence.		

STUDENT LEARNING GOALS			
<i>Direct (D), Guided (G) or Independent (I)</i>			
Key Knowledge	D, G, I	Process/Skills/Procedures/Application of Key Knowledge	D, G, I
<p>Students will know:</p> <ul style="list-style-type: none"> 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	<p>Students will be able to:</p> <ul style="list-style-type: none"> Listening: students will be able to aurally comprehend spoken English in both a social and academic setting. Speaking: students will be able to speak English in both social and school setting. Reading: students will be able to read (decode and comprehend) text for recreational and academic purposes. Writing: students will be able to write for personal and academic purposes. 	D / G
EVIDENCE 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 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://4kidsesl.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/			

CURRICULUM SCOPE AND SEQUENCE

Content Area	English Language Services	Course Title/Grade Level:	Grade 4
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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	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, ENDURING UNDERSTANDINGS			
<i>Students will understand that:</i>			
<ul style="list-style-type: none"> through active listening is based upon the situation and the way (tone) it is spoken. recognizing and using Standard English appropriately will enable them to effectively communicate. an understanding of phonological awareness and a sense of sound-symbol relationships will aid in reading. process writing will aid in effective written communication. the importance of constructing meaning by responding to visual messages to aid in language acquisition. 			
WIDA STANDARDS			
English Language Proficiency	W1: Social and Instructional Language / W2: The Language of Language Arts / W3: The Language of Mathematics / W4: The Language of Science / W5: The Language of Social Studies		
ELP 1	Language needed/Vocabulary usage; Discourse Complexity; Language Forms and Conventions: Most common vocabulary; single words; memorized language		
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		
Related Standards (e.g., Technology Standard 8, 21st Century Life and Careers, Standard 9, NJSLs ELA Companion Standards are required for all 6-12 non-ELA courses, 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 them.		
CRP11.	Use technology to enhance productivity.		

STUDENT LEARNING GOALS			
<i>Direct (D), Guided (G) or Independent (I)</i>			
Key Knowledge	D, G, I	Process/Skills/Procedures/Application of Key Knowledge	D, G, I
<p>Students will know:</p> <ul style="list-style-type: none"> ● 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	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Listening: students will be able to aurally comprehend spoken English in both a social and academic setting. ● Speaking: students will be able to speak English in both social and school setting. ● Reading: students will be able to read (decode and comprehend) text for recreational and academic purposes. ● Writing: students will be able to write for personal and academic purposes. 	D / G
EVIDENCE 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 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://4kidsesl.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/			

CURRICULUM SCOPE AND SEQUENCE

Content Area	English Language Services	Course Title/Grade Level:	Grade 5
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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	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, ENDURING UNDERSTANDINGS			
<i>Students will understand that:</i>			
<ul style="list-style-type: none"> ● through active listening is based upon the situation and the way (tone) it is spoken. ● recognizing and using Standard English appropriately will enable them to effectively communicate. ● an understanding of phonological awareness and a sense of sound-symbol relationships will aid in reading. ● process writing will aid in effective written communication. ● the importance of constructing meaning by responding to visual messages to aid in language acquisition. 			
WIDA STANDARDS			
English Language Proficiency	W1: Social and Instructional Language / W2: The Language of Language Arts / W3: The Language of Mathematics / W4: The Language of Science / W5: The Language of Social Studies		
ELP 1	Language needed/Vocabulary usage; Discourse Complexity; Language Forms and Conventions: Most common vocabulary; single words; memorized language		
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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 Standards (e.g., Technology Standard 8, 21st Century Life and Careers, Standard 9, NJSL ELA Companion Standards are required for all 6-12 non-ELA courses, 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 them.		
CRP11.	Use technology to enhance productivity.		
STUDENT LEARNING GOALS <i>Direct (D), Guided (G) or Independent (I)</i>			
Key Knowledge	D, G, I	Process/Skills/Procedures/Application of Key Knowledge	D, G, I

<p>Students will know:</p> <ul style="list-style-type: none"> ● 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 To follow 3 to 5 simple directions ● Making oral reports ● Possessive pronouns ● Compound subjects ● Regular and irregular plurals ● United States geography ● Emotions with verb ‘to be’ ● To ask questions using the present tense ● The different holidays celebrated 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 	<p>D / G</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Listening: students will be able to aurally comprehend spoken English in both a social and academic setting. ● Speaking: students will be able to speak English in both social and school setting. ● Reading: students will be able to read (decode and comprehend) text for recreational and academic purposes. ● Writing: students will be able to write for personal and academic purposes. ● Identifying the overall structure (e.g., chronology) of events, ideas, concepts, or information in oral presentations ● Analyzing how variables contribute to events or outcomes ● Evaluating the specific language used to enhance descriptions of phenomena ● Organizing ideas and information logically and coherently 	<p>D / G</p>
EVIDENCE 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 playing, and completing assignments		
RESOURCES			
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