

MOONACHIE PUBLIC SCHOOL DISTRICT

ESL Grades K-5 Curriculum

Course Description:

English as a Second Language instruction is provided for Robert L. Craig Students in grades K-5 whose native language is other than English, and who have met the entrance criteria in the program. This program is a combination push-in/pull-out program designed to meet the needs of the students regardless of the English language proficiency level they demonstrate upon entering our school.

Students engage in activities that require them to apply their knowledge of spoken and written English by oral discrimination, editing for language mechanics, usage and cognitive and comprehensive application. Emphasis is placed upon the total development of the student, which includes the social, emotional, cognitive, and physical domains. ESL students who are beginners, intermediate, or advanced, concentrate on vocabulary, speaking syntax, phonics, reading, writing, grammar, and the American culture.

This program is aligned to the ESL standards for K-5 students as developed by TESOL and integrates the New Jersey Core Curriculum Content Standards in all curriculum areas in the ESL program.

General Goals:

There are three goals for the ESL curriculum which are related to four language skills and define the major program outcomes. They apply to all limited English proficient students. They are 1) to use English to communicate in social settings; 2) to use English to achieve academically in all content areas; and 3) to use English in socially and culturally appropriate ways in multicultural and diverse settings.

LISTENING

Unit/Essential Question(s)

1. Why is it important to learn good listening skills?
2. Why is it important to learn appropriate social skills for everyday conversational situations?

| INSTRUCTIONAL OBJECTIVES SWBAT | STUDENT ACTIVITIES SWBAT | SUGGESTED ENRICHMENT/REMEDIATIONAL ACTIVITIES AND ASSESSMENTS | RESOURCES | NJCCCS |
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| <ul style="list-style-type: none"> • Listen to and follow 1- and 2-step oral directions. • Ask and answer questions based on information presented orally. • Listen to, recall, or retell information (e.g. main idea, details). • Listen and contribute to class discussions. • Listen to a selection to predict outcomes. • Listen to a story, poem, or video | <ul style="list-style-type: none"> • Engage in pre-reading and picture interpretation activities • Repeat English language sounds • Express personal needs and wants • Demonstrate comprehension of basic commands and warnings, e.g. sit down, stand up, look out, etc. • Produce and identify meaning change through | <ul style="list-style-type: none"> • Student notebook • Picture association with word sounds • Individual/choral listening & speaking activities • Class participation: use verbal and nonverbal cues to know when to pay attention and when to participate • Make polite requests; role play a telephone conversation. | <ul style="list-style-type: none"> • KWL chart • Computer/Technology • Games • Graphic Organizers • Flash Cards • Worksheets • Role Play/Simulations • Dictionary • Pictionary • Songs/Music • Flannel Board Activities • <i>Rosetta Stone</i> software • TESOL Standards • Podcasts/iTunes • New Jersey Core Curriculum Content Standards • ISTE Standards (technology) | <p>3.4.1.A.3, B.1,3 3.4.2.A.2 3.4.K.A, 2.B.1 3.4.K.B.2 3.4.1.B.1 8.1: inclusive</p> |

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| <p>to represent the sequence of events.</p> <ul style="list-style-type: none"> Listen to a story to identify the title, author, setting, characters, and story action. | <p>imitation and intonation</p> | | | |
| <p><u>SPEAKING</u></p> <p>Unit/Essential Question(s)</p> <ol style="list-style-type: none"> How do improved speaking skills foster clear communication? What does clear and effective communication look and sound like? How can you identify the differences between social and academic language skills | | | | |
| <p>INSTRUCTIONAL OBJECTIVES SWBAT...</p> | <p>STUDENT ACTIVITIES SWBAT</p> | <p>SUGGESTED ENRICHMENT/REMEDIATION ACTIVITIES AND ASSESSMENTS</p> | <p>RESOURCES</p> | <p>NJCCCS</p> |
| <ul style="list-style-type: none"> Create sentences or chants based on familiar word families or topics. Perform rhymes/verses developed with a partner. Repeat and recite a variety of spoken texts to | <ul style="list-style-type: none"> Ask and respond to simple questions on familiar topics; Use visual and verbal cues (e.g., gestures, facial expressions, | <ul style="list-style-type: none"> Contribute to classroom routines and activities; prepare and give short oral presentations (e.g., dialogues, skits), based on a model. Engage in play/acting to order food from a menu Create a pictograph of items related to food, clothing, etc. Give simple oral presentations on a variety of student-chosen | <ul style="list-style-type: none"> Games Graphic Organizers KWL chart Flash Cards Worksheets Role Play/Simulation Dictionary Pictionary Song/Music Computer/Technology <i>Rosetta Stone</i> software | <p>3.3.2.A.2,4 3.3.K.A.1 3.3.2.A.3 8.1: inclusive</p> |

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| <p>develop vocabulary, pronunciation, and knowledge of language structures</p> <ul style="list-style-type: none"> Use simple, complete sentences to communicate ideas, feelings, and opinions on familiar topics | <p>tone of voice) to communicate information;</p> <ul style="list-style-type: none"> Engage in play activities using shopping language to identify food and clothing | <p>topics</p> | |
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| <u>READING</u> | | | |
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| Unit/Essential Question(s) | | | |
| 1. Why is reading comprehension important? | | | |
| 2. What tools and methods can be employed to increase understanding and enjoyment of all texts? | | | |
| INSTRUCTIONAL OBJECTIVES SWBAT... | STUDENT ACTIVITIES SWBAT | SUGGESTED ENRICHMENT/REMEDIAL ACTIVITIES AND ASSESSMENTS | RESOURCES |
| <ul style="list-style-type: none"> Work individually and in small groups Sequence story events with | <ul style="list-style-type: none"> Create stories Listen to stories and retell in own words. Identify words on a class word wall. | <ul style="list-style-type: none"> Construct a mobile to represent characters in the story. Library/media center reading activities | <ul style="list-style-type: none"> Computer/Technology Games Graphic Organizers KWL chart Flash Cards |
| | | | <p>NJCCCS</p> <p>3.1.K.A.4 3.1.1.A.2, 3, 4 3.1.2.A.1 8.1: inclusive</p> |

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| <ul style="list-style-type: none"> visually supported text by beginning, middle, and end. Demonstrate phonemic awareness; decoding, and word recognition Compare and contrast story characters. | <ul style="list-style-type: none"> Identify the parts of a book. Reading Strategies – individual/oral Choral reading | <ul style="list-style-type: none"> Report on favorite character, recommend a book, recount events of interest from a book Peer activity: recall events from a book using target language Create pictures to check comprehension of a story or process (science) | <ul style="list-style-type: none"> Worksheets Role Play/Simulation Dictionary Pictionary Songs/Music <i>Rosetta Stone</i> software | |
| <p>WRITING</p> <p>Unit/Essential Question(s)</p> <ol style="list-style-type: none"> How can English be used to reinforce counting, measurement and classification in math class? How can numbers and symbols be written in English and in their number equivalent? | | | | |
| <p>INSTRUCTIONAL OBJECTIVES</p> <p>SWBAT...</p> <ul style="list-style-type: none"> Use vocabulary to design visually supported games, word walls, puzzles. Identify and associate written symbols with words – written numerals with spoken numbers | <p>STUDENT ACTIVITIES</p> <ul style="list-style-type: none"> Create original stories. Write sentences/paragraphs to describe story. Generate ideas for writing through discussion and brainstorming. Select a topic and determine the | <p>SUGGESTED ENRICHMENT/REMEDIAL ACTIVITIES AND ASSESSMENTS</p> <ul style="list-style-type: none"> Create a story book Write short, simple texts in a variety of forms, e.g., greeting cards, rhymes, letters, invitations, stories, following a model. Write brief descriptions of people, places, and situations Use learning from math class to write the numeral | <p>RESOURCES</p> <ul style="list-style-type: none"> KWL chart Computer/Technology Games Podcasts/iTunes Graphic Organizers Flash Cards Worksheets Role Play/Simulation Dictionary Pictionary Songs/Music | <p>NJCCCS</p> <p>3.2.K.A.2 3.2.1.A.4 3.2.2.A.1, 6,7,9, 11,12 8.1: inclusive 9.1: inclusive</p> |

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| <ul style="list-style-type: none"> • Write a sequence of events from a story. • Define, compare and classify objects • Use the terminology of mathematics and science in English • Identify concepts of print, e.g. library book title page, index, table of contents, etc. | <p>purpose for writing and the audience to be addressed;</p> <ul style="list-style-type: none"> • Create a writing plan, e.g., outline, diagram, story map • Discuss and revise the first draft to clarify ideas and improve their organization • Edit to improve writing style and to correct errors in grammar, spelling, and punctuation; • Use knowledge of the visual elements of published texts to enhance work, e.g., margins, headings, graphics, photographs. | <ul style="list-style-type: none"> • Organize information to convey a clear message, e.g., present facts or describe events in their proper sequence. • Produce short written text, e.g., titles, captions, labels to accompany visual information - computer graphics, simple charts, illustrations • Written math and science activities, e.g. measurement, algebra, counting, charts, tables, etc. • Written Journals • Library/media center activities • Write a letter or e-mail message to an adult or a peer using appropriate language forms | <ul style="list-style-type: none"> • <i>Rosetta Stone</i> software • Computer technology/cell phone simulations | |
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SOCIAL INTERACTION

Unit/Essential Question(s)

1. Why is it important to express needs, feelings and ideas using appropriate English words?
2. How are interests, opinions, preferences, greetings, and solutions to interpersonal problems expressed appropriately?

| INSTRUCTIONAL OBJECTIVES SWBAT... | STUDENT ACTIVITIES | SUGGESTED ENRICHMENT/REMEDIATIONAL ACTIVITIES AND ASSESSMENTS | RESOURCES | NJCCCS |
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| <ul style="list-style-type: none"> • Read and write invitations and thank you letters • Use the telephone • Elicit information and ask clarification questions • Volunteer information and respond to questions about self and family • Describe feelings and thoughts after watching TV or a movie • Respond using slang and idioms appropriately • Indicate interests, opinions or preferences | <ul style="list-style-type: none"> • Engage in pre/post reading activities • Work individual and in groups • Engage in role play/simulation of a day at the movies • Use the target language to communicate and comment on peers' activities • Formulate simple, single and more complex sentences in group activities and class discussion • Determine appropriate social situations to using a language other than English | <ul style="list-style-type: none"> • Use pictures, hands-on manipulatives to describe a weekend activity, e.g. a day at a park, zoo, party, day out shopping, eating in a restaurant, etc. • Create pictographs, journals, etc., to maintain a record of activities • Create collages and other visual forms to express feels, emotions • Engage in cooperative games or team sports using multilingual social cues. • Write and present a skit to depict an everyday social activity: telling a joke, asking a friend to a party, or for a play date, shopping in a clothing store, etc. | <ul style="list-style-type: none"> • KWL chart • Games • Graphic Organizers • Flash Cards • Worksheets • Role Play/Simulation • Dictionary • Pictionary • Computer/Technology • TESOL standards • NJCCCS • Podcasts/iTunes • Songs/Music • <i>Rosetta Stone</i> software | <p>3.2.K.A.2 3.2.1.A.4 3.2.2.A.1, 6,7,9, 11,12 8.1: inclusive 9.1: inclusive</p> |

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| <p>related to class projects</p> <ul style="list-style-type: none"> • Use English and native languages appropriately in a multilingual social situation | | | | |
| <ul style="list-style-type: none"> • Determine when it is appropriate to use a language other than English | | | | |