**Introduction**

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

**By 2025,**

* **80% of our students will graduate from high school college or career ready**
* **90% of students will graduate on time**
* **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, ESL teachers must collectively work with general education teachers to provide our students with a sound foundation in the English language as well as high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The CLIP ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students, across content areas. Language and literacy development is recognized as a shared responsibility of all of a student’s teachers. Destination 2025 and the CLIP establish common goals and expectations for student learning across schools and are the underpinning for the development of the ESL curriculum planning guides.

Designed with the teacher in mind, the ESL curriculum planning guides focus on literacy teaching and learning, which include the development of foundational skills and instruction in reading, writing, speaking and listening, and language. This planning guide presents a framework for organizing instruction around WIDA Standards, grade-level content, and the TN State Standards (CCR) so that every ELL student acquires English and develops literacy skills that will enable him or her to meet or exceed requirements for college and career readiness. The standards define what to teach within specific grade bands, and this planning guide provides guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

* A standards-based curriculum, performance-based learning and assessments, and high quality instruction are at the heart of the ESL Curriculum guides. ESL teachers will use this guide and the standards as a road map for English Language Development.
* The Newcomer/Readiness curriculum provides additional guidance and resources for new immigrant students and those with interruptions in formal education. Newcomer/Readiness materials are designed for use in the first 6 to 9 weeks of enrollment.

**How to Use the** **Curriculum Planning Guides**

Our collective goal is to ensure our students graduate ready for college and career. This will require a comprehensive, integrated approach to literacy instruction that ensures that students become college and career ready readers, writers, and communicators. To achieve this, students must receive literacy instruction aligned to each of the elements of effective literacy program seen in the figure to the right. To enhance ELL access to instructional tasks requiring complex thinking match the linguistic complexity and instructional support to the students’ level of proficiency. (Gottlieb, Katz, and Ernst-Slavit 2009)

This curriculum guide is designed to help teachers make effective decisions about what literacy content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. To reach our collective student achievement goals, we know that teachers must change their instructional practice in alignment the with the three College and Career Ready shifts in instruction for ELA/Literacy. We should see these three shifts in all SCS literacy classrooms:

**(1) Regular practice with complex text and its academic language.**

**(2)** **Reading, writing, and speaking grounded in evidence from text, both literary and informational.**

**(3)** **Building knowledge through content-rich nonfiction.**

Additional time, appropriate instructional support, and aligned assessments will be needed as ELL acquire both English language proficiency and content area knowledge. The TN Standards for Foundational Skills should be used in conjunction with this guide.

**The Five WIDA English Language Development Standards**

|  |  |  |
| --- | --- | --- |
|  | Standard | Abbreviation |
| English Language Development Standard 1 | English language learners communicate for Social and Instructional purposes within the school setting | Social and Instructional language |
| English Language Development 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 Development 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 Development 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 Development 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 |

Standard 1 recognizes the importance of social language in student interaction with peers and teachers in school and the language students encounter across instructional settings. Standards 2–5 address the language of the content-driven classroom and of textbooks, which typically is characterized by a more formal register and a specific way of communicating (e.g., academic vocabulary, specific syntactic structures, and characteristic organizational patterns and conventions).

Throughout this curriculum guide, teachers will see high-quality texts that students should be reading, as well as some resources and tasks to support teachers in ensuring that students are able to reach the demands of the standards in the classroom. In addition to the resources embedded in the map, there are some high-leverage resources around each of the three shifts that teachers should consistently access:

|  |
| --- |
| **The TNCore Literacy Standards** |
| **The TNCore Literacy Standards (also known as the College and Career Ready Literacy Standards):** [**http://www.tncore.org/english\_language\_arts.aspx**](http://www.tncore.org/english_language_arts.aspx) | Teachers can access the TNCore standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level. |
| **Shift 1: Regular Practice with Complex Text and its Academic Language** |
| **Student Achievement Partners Text Complexity Collection:** [**http://achievethecore.org/page/642/text-complexity-collection**](http://achievethecore.org/page/642/text-complexity-collection) | Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection.  |
| **Student Achievement Partners Academic Work Finder:**  [**http://achievethecore.org/page/1027/academic-word-finder**](http://achievethecore.org/page/1027/academic-word-finder) | Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text. |
| **Shift 2: Reading, Writing and Speaking Grounded in Evidence from the Text** |
| **Student Achievement Partners Text-Dependent Questions Resources:** [**http://achievethecore.org/page/710/text-dependent-question-resources**](http://achievethecore.org/page/710/text-dependent-question-resources) | Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis. |
| **Shift 3: Building Knowledge through Content-Rich Non-fiction** |
| **Student Achievement Partners Text Set Projects Sequenced:**[**http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction**](http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction) | Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world. |

|  |
| --- |
|  |
| **ESL Grade KK Planning Guide**  |
| **Quarter 1**  |
| **Essential questions:** *How do readers ensure that what they have read they understand? What do readers do when they don’t understand what they’ve read? How do writers write effectively to convey meaning? How do we work as a community of readers and writers in the classroom?* |
| **Anchor Text:****What Makes a Family?****Genre: Realistic Fiction****Paired Selection:****Frere Jacques,** **Everybody****Says,****Tortillas for****Mommy,****My Little Sister****Genre:****Poetry & Lullaby** | ***Reading Complex Texts*** **Reading Literature & Informational Text*** Target Skill: Main Idea (RL.K.2)
* Target Strategy: Summarize
* Supporting Skills: Genre (RL.K.5)

 **Foundational Skill*** Concepts of Print: Directionality: left to right (pointing under each word); Parts of a Book; distinguish between print and pictures (RF.K.1a)
* Phonemic Awareness: Clap the Syllables (RF.K.2b)
* Phonics: Match Letters (RF.K.1d)
* Fluency: My Family/Level A/Running Record Form (ELL BLM 1.8) (RF.K.3c)

**Speaking and Listening Skill*** Listening: Personal Response & Ways of Thinking ELL BLM p3 (SL.K.2)
* Speaking: Oral Language Development ELL BLM p5 (SL.K.1b)
* Talk About It: ELL BLM p5 (SL.K.4)
* Enrich Vocabulary: Talk About Families (SL.K.4, L.K.6))

**Language*** Target/Academic Vocabulary: mother, father, sister, brother, family (L.K.5c)
* Domain Specific Vocabulary: aren’t, sibling, ancestor, relation (L.K.5c)
* Multi-syllable Vocabulary: family, mother, father, sister, brother
* Words to Know: look, my (RF.K.3c)
* Vocabulary Strategies: Classify and categorize family words (L.K.5a)
* Grammar Skill: Nouns for People (L.K.1b)

**Writing*** Writing Form: Names (L.K.1a)
* Focus Trait: Conventions
* Short and/or daily/weekly writing: Prompt: My Family: ELL BLM 1.6 (L.K.6)
* Illustrate pictures in response to literature: Think About It: ELL BLM 1.7 (L,K.6)

 ***Writing To Texts***  **Routine Writing** • Two column notes• Story summaries• Constructed responses to teacher questions**Narrative Writing** • Explanations of processes (e.g., a science experiment, learning log)**Analyses (Opinion)** • In the story *Because of Winn-­‐Dixie*, Miss Franny and Opal, who seem so different from one another, become friends. Write a paper stating your opinion about why they decide to become friends. Use evidence from the text to support your inference. • In the story The Horned Toad Prince, a girl makes a deal with a horned toad but she doesn’t keep her end of the deal. Write a paper supporting the opinion that Reba Jo is an ill-­‐mannered girl. Use evidence from the text to support your opinion.  |
| **Lesson 2****Anchor Text: How Do Dinosaurs Go To School?****Genre:****Fantasy****Paired Selection:****My School****Bus****Genre:****Informa-****tional****Text** | **ELL Reader: Tell All About It****Genre: Realistic Fiction*****Reading Complex Texts*** **Reading Literature & Informational Text*** Target Skill: Understanding Characters (RL.K.3, RL.K.9)
* Target Strategy: Infer/Predict (RI.K.1, RI.K.3)
* Supporting Skills: Author’s Purpose

 **Foundational Skills*** Concepts of Print: Directionality: Follow words left to right (pointing under each word), Top to Bottom; Book Handling (RF.K.1a)
* Phonemic Awareness: Listen for rhymes; Distinguish beginning sound (RF,K.1d, K.2a)
* Phonics: Letter Recognition; Match upper and lowercase letters (RF.K.1d)
* Fluency: Pause for Punctuation; Tell All About It/Level A/Running Record Form (ELL BLM 2.9) (RF.K.3c, RF.K.4)

**Speaking and Listening Skill*** Listening: Personal Response & Ways of Thinking ELL BLM p3 (SL.K.1a, SL.K.1b, SL.K.2)
* Speaking: Oral Language Development ELL BLM p5 (SL.K.2)
* Enrich Vocabulary: Talk About School (SL.K.4)

**Language*** Target/Academic Vocabulary: rock, dinosaur, book, doll, drum, pet, bird, cage (L.K.5c)
* Domain Specific Vocabulary: behave, member, respect, community (L.K.5c)
* Multi-syllable Vocabulary: dinosaur
* Words to Know: like (RF.K.3c)
* Vocabulary Strategies: Identify antonyms (L.K.5b)
* Grammar Skill: Nouns for Places (L.K.1b)

**Writing-Narrative*** Writing Form: Labels (L.K.1a)
* Focus Trait: Word Choice
* Draw a picture of something you would like to bring to school and label the picture: ELL BLM pg5 (SL.K.5, L.K.1a, L.K.2c, L.K.2d))
* Short and/or daily/weekly writing: Prompt: My Favorite Thing: ELL BLM p6 (SL.K.5, L.K.1a, L.K.2c, L.K.2d))
* Illustrate pictures in response to literature: Think About It: ELL BLM 2.5, p7 (SL.K.5)
 |

|  |  |
| --- | --- |
| Lesson 3\_\_\_\_\_\_\_\_**Anchor Text: Please, Puppy, Please****Genre:****Realistic Fiction****Paired Selection:****Different Kinds of Dogs****Genre:****Informa-****Tional****Text** | **ELL Reader: My Pet Cat****Genre: Realistic Fiction*****Reading Complex Texts*** **Reading Literature & Informational Text*** Target Skill: Story Structure (RL.K.1, RL.K.3, RL.K.9)
* Target Strategy: Monitor/Clarify (RL.K.4)
* Supporting Skills: Conclusions (

 **Foundational Skills*** Concepts of Print: Letters and Words: First, Last Letters; Distinguish Letters from Words ( RF.K.1b, RF.K.1c)
* Phonemic Awareness: Distinguish Beginning Sounds (RF.K.3a)
* Phonics: Letter Recognition; Match upper and lowercase letters (RF.K.1d)
* Fluency: Reading Rate; My Pet Cat/Level A/Running Record Form (ELL BLM 3.9) (RF.K.3c, RF.K.4)

**Speaking and Listening Skill*** Listening: Personal Response & Ways of Thinking ELL BLM p3 ( SL.K.1b, SL.K.2, SL.K.4)
* Speaking: Oral Language Development ELL BLM p5 (SL.K.2)
* Enrich Vocabulary: Talk About Pets (SL.K.4, L.K.6))

**Language*** Target/Academic Vocabulary: boy, pet, cat, play, eat, dish, bookcase, plant, climb, bowl, tail, hide, sleep (L.K.5c, L.K.5d)
* Domain Specific Vocabulary: responsibility, groom, train, nurture (L.K.5c)
* Multi-syllable Vocabulary: bookcase
* Words to Know: the (RF.K.3c)
* Vocabulary Strategies: Identify synonyms
* Grammar Skill: Nouns for Animals and Things (L.K.1b)

**Writing-Narrative*** Writing Form: Captions (L.K.1a, L.K.6)
* Focus Trait: Ideas
* Draw a picture and write a caption for the picture: ELL BLM p5 (SL.K.5, L.K.6, L.K.1a, L.K.2c, L.K.2d)
* Short and/or daily/weekly writing: Prompt: My Pet Cat: ELL BLM p6 (SL.K.5, L.K.1a, L.K.2c, L.K.2d))
* Illustrate pictures in response to literature: Think About It: ELL BLM 3.5, p7 (SL.K.5)
 |
| Lesson 4**Anchor Text:****Everybody Works****Genre: Informa-****Tional Text****Paired Selection:****“The Elves and the Shoemaker”, “The Lion and the Mouse”****Genre:****Fairy Tale and Fable** | **ELL Reader: Let’s Sell Things****Genre: Informational Text*****Reading Complex Texts*** **Reading Literature & Informational Text*** Target Skill: Text and Graphic Features (RI.K.7)
* Target Strategy: Analyze/Evaluate (RI.K.3)
* Supporting Skills: Genre (RL.K.5)

 **Foundational Skills*** Concepts of Print: Spaces between Words; Environmental Print; Distinguish between Letter and Word (RF.K.1c)
* Phonemic Awareness: Distinguish Beginning Sounds; Listen for Rhymes; Sentence Building (RF.K.3a, RF.K.2a, L.K.1f)
* Phonics: Recognize the Letter M,m; Recognize the Sound of Letter M,m (RF.K.1d, RF.K.3a, L.K.1a, L.K.2c)
* Fluency: Pause for Punctuation; Reading Rate; Let’s Sell Things!/Level A/Running Record Form (ELL BLM 4.9) (RF.K.3c, R.K.4)

**Speaking and Listening Skill*** Listening: Personal Response & Ways of Thinking ELL BLM p3 (SL.K.1a), SL.K.6)
* Speaking: Oral Language Development ELL BLM p5 (SL.K.1a, SL.K.4,SL.K.6)
* Enrich Vocabulary: Words with Endings “ed,” and “ing.” (L.K.4b)
* Talk About Jobs (SL.K.4, SL.K.6)

**Language*** Target/Academic Vocabulary: woman, books, sell, man, boy, shoes, flowers, apples, bike (L.K.5c, L.K.6)
* Domain Specific Vocabulary: volunteer, worker, job, goods, services (L.K.5c)
* Multi-syllable Vocabulary: woman, flowers, apples
* Words to Know: and (RF.K.3c)
* Vocabulary Strategies: Classify and Categorize Words for Jobs (L.K.5a)
* Grammar Skill: Action Verbs in Present Tense (L.K.1b)

**Writing-Narrative*** Writing Form: Story Sentences (Adding Details) (W.K.3, L.K.1f)
* Focus Trait: Ideas
* Draw a picture about a job you might like when you grow up and label your picture: ELL BLM p5 (W.K.3, L.K.1a, L.K.2c, L.K.2d, L.K.6)
* Short and/or daily/weekly writing: Prompt: Let’s Sell Things! : ELL BLM p6 (W.K.3, SL.K.5, L.K.1a, L.K.2c, L.K.2d)
* Illustrate pictures in response to literature: Think About It: ELL BLM 4.5, p7 (SL.K.5)
 |
| Lesson 5**Anchor Text:****The Handiest Things in the World****Genre: Informa-****Tional Text****Paired Selection:****Stone Soup****Genre:****Informa-****Tional Text** | **ELL Reader: The Playground****Genre: Informational Text*****Reading Complex Texts*** **Reading Literature & Informational Text*** Target Skill: Details (RI.K.1, RI.K.2)
* Target Strategy: Question (RI.K.1, RI.K.4)
* Supporting Skills: Cause-and-Effect

 **Foundational Skills*** Concepts of Print: Capitalization: First Word in a Sentence; Punctuation: Period, Question Mark; Identify Words as Same or Different (RF.K.1b, L.K.1d, L.K.2a, L.K.2b)
* Phonemic Awareness: Distinguish Beginning Sounds; Blend Sounds; Sentence Building (RF.K.2d, RF.K.3a, L.K.1f)
* Phonics: Recognize the Letter S,s; Recognize the Sound of Letter S,s (RF.K.1d, RF.K.3a, L.K.1a, L.K.2c)
* Fluency: Pause for Punctuation; Reading Rate; The Playground/Level A/Running Record Form (ELL BLM 5.9) (RF.K.3c, RF.K.4)

**Speaking and Listening Skill*** Listening: Personal Response & Ways of Thinking ELL BLM p3 (SL.K.1a, SL.K.5, L.K.6)
* Speaking: Oral Language Development ELL BLM p5 (SL.K.1a, SL.K.5, L.K.6)
* Enrich Vocabulary: Asking Questions (SL.K.3)
* Share Ideas (SL.K.1a, SL.K.6)

**Language*** Target/Academic Vocabulary: playground, swing, slide, bridge, ladder (L.K.5c, L.K.6)
* Domain Specific Vocabulary: invention, utensil, aid, purpose (L.K.5c, L.K.6)
* Multi-syllable Vocabulary: playground, ladder
* Words to Know: I, like, the, and (RF.K.3c)
* Vocabulary Strategies: Synonyms (L.K.5d)
* Grammar Skill: Action Verbs in Present Tense (L.K.5d, L.K.6)

**Writing-Narrative*** Writing Form: Class Story (Telling Details) (W.K.3)
* Focus Trait: Ideas
* Draw a picture about a thing you like at a playground and label your picture: ELL BLM p5 (W.K.3, L.K.1a, L.K.2a, L.K.2c, L.K.2d)
* Short and/or daily/weekly writing: Prompt: The Playground: ELL BLM p6 (W.K.3, SL.K.5, L.K.1a, L.K.2c, L.K.2d)
* Illustrate pictures in response to literature: Think About It: ELL BLM 5.5, p7 (W.K.3, SL.K.5)
* Research/Media Literacy Skills: Research a Tool (L.K.6, W.K.7, W.K.8)
 |
| **Lesson 6** **Week 6****Anchor Text:****My Five Senses****Paired Selection:****“Poems About Senses” “Picnic Day”****“Here Are My Eyes” “The Storm”****“Five Wonderful Senses”****Genre:****Poetry** | ***ELL Reader: Choosing a Pet******Genre: Informational Text*** ***Reading Complex Texts*** **Reading Literature & Informational Text*** Target Skill: Compare and Contrast (RI.K.3, RI.K.9)
* Target Strategy: Monitor/Clarify (RI.K.4)
* Supporting Skills: Summarize (RL.K.2)

 **Foundational Skills*** Concepts of Print: Book parts, using a chart (RI.K.5)
* Phonemic Awareness: Blend Onset and Rime (K.R.2)
* Phonics: Letter Aa (Short a) (K.R.2)
* Fluency: Pause for Punctuation: Choosing a Pet/Level A/Running Record Form (ELL BLM 6.9)

**Speaking and Listening Skill*** Listening: Personal Response & Ways of Thinking ELL BLM p3 (SL.K.2)
* Speaking: Oral Language Development ELL BLM p5: discuss daily activities (SL.K.1b)
* Enrich Vocabulary: Talk About pets (SL.K.4, L.L.6)

**Language*** Target/Academic Vocabulary: aware (adj) senses (n) sight (n), touch (n) (L.K.5c)
* Domain Specific Vocabulary: vision, sound, flavor, texture, scent (L.K.5c)
* Multi-syllable Vocabulary: drift, ripen, scurry, sizzle, whisper, whistle (L.K.5c)
* Words to Know: see (RF.K.3c)
* Vocabulary Strategies: context clues
* Grammar Skill: sensory words (L.K.5c)

**Writing*** Writing Form: Descriptive Sentences (sensory words) (L.K.5c)
* Focus Trait: Word choice
* Draw and label pictures (W.K.2)
* Short and/or daily/weekly writing: Prompt: Choosing a Pet: ELL BLM 1.6 (W.K.5)
* Illustrate pictures in response to literature: Think About It: ELL BLM 1.7 (L.K.6)

 ***Writing To Texts***  **Routine Writing** • Two column notes• Story summaries• Constructed responses to teacher questions**Narrative Writing** • Explanations of processes (e.g., a science experiment, learning log)**Analyses (Opinion)** • In the story *Because of Winn-­‐Dixie*, Miss Franny and Opal, who seem so different from one another, become friends. Write a paper stating your opinion about why they decide to become friends. Use evidence from the text to support your inference. • In the story The Horned Toad Prince, a girl makes a deal with a horned toad but she doesn’t keep her end of the deal. Write a paper supporting the opinion that Reba Jo is an ill-­‐mannered girl. Use evidence from the text to support your opinion.  |
| **Lesson 7****Week 7****Anchor Text: Mice** **Squeak, We Speak****Genre:****Realistic Fiction****Paired Selection:****“The Fort Worth Zoo.”****Genre:****Informational Text** | **ELL Reader: Visiting the Zoo****Genre: fiction*****Reading Complex Texts*** **Reading Literature & Informational Text*** Target Skill: Understanding Characters (RL.K.3, RL.K.9)
* Target Strategy: Analyze/Evaluate (RL.L.3)
* Supporting Skills: Author’s Word Choice

 **Foundational Skills*** Concepts of Print: Punctuation: period, question mark, exclamation point (RF.1b, L.K.1b)
* Phonemic Awareness: Blend onset and rime; segment onset and rime (RF.K1c ,K.2a)
* Phonics: Letter Tt (RI.K.1d)
* Fluency: Read With Expression: Visiting the Zoo/Level A/Running Record Form (ELL BLM 7.9) (RF.K.3c)

**Speaking and Listening Skill*** Listening: Personal Response & Ways of Thinking ELL BLM p3 (SL.K.2)
* Speaking: Oral Language Development ELL BLM p5 (SL.K.1b)
* Enrich Vocabulary: words for sounds (SL.K.4, L.K.6)

**Language*** Target/Academic Vocabulary: chatter (v), coo (v), snore (v), squawk, (v) (L.K.5c)
* Domain Specific Vocabulary: communicate, respond, language, conversation (L.K.5c)
* Multi-syllable Vocabulary: foolish, frowns, ruffled, special, treasures, tropical
* Words to Know: we (RF.K.3c)
* Vocabulary Strategies: classify and categorize sensory words (L.K.5a)
* Grammar Skill: sensory words (L.K.5a)

**Writing-Narrative*** Writing Form: descriptive sentences (sensory words) (W.K.1f)
* Focus Trait: word choice
* Draw a picture of an animal you would like to see at the zoo. Write one thing that animal can do. (W.K.2)
* Short and/or daily/weekly writing: Prompt: Visiting the Zoo: ELL BLM p6 (W.K.8)
* Illustrate pictures in response to literature: Think About It: ELL BLM 7.5, p7 (W.K.8)
 |

|  |  |
| --- | --- |
| Lesson 8\_\_\_\_\_\_\_\_**Week 8****Anchor Text: Move!****Genre:****Informational text****Paired Selection:****“The Hare and the Tortoise”****Genre:****Folk Tale, Fable** | **ELL Reader: The Aquarium****Genre: Informational text** ***Reading Complex Texts*** **Reading Literature & Informational Text*** Target Skill: Details (RL.K.1)
* Target Strategy: Visualize
* Supporting Skills: Compare and Contrast (RI.K.3, RI.K.9)

 **Foundational Skills*** Concepts of Print: Spaces between words, directionality (RF.K.1)
* Phonemic Awareness: blend onset and rime, segment onset and rime (RF.K.2c)
* Phonics: Letter Cc (/k/) (RF.K.2d)
* Fluency: Reading Rate; The Aquarium/Level A/Running Record Form (ELL BLM 8.9) (RF.K.3c)

**Speaking and Listening Skill*** Listening: Personal Response & Ways of Thinking ELL BLM p3 (SL.K.2)
* Speaking: Oral Language Development ELL BLM p5 (SL.K.1b)
* Enrich Vocabulary: movement words (SL.K.4, L.K.6)

**Language*** Target/Academic Vocabulary: colony, rustling, slithers, startled (L.K.Sc)
* Domain Specific Vocabulary: dive, swim, climb, fly (L.K.5c)
* Multi-syllable Vocabulary: backward, beat, leap, strange, wiggle, zigzag
* Words to Know: a (RF.K.3c)
* Vocabulary Strategies: classify and categorize action words (L.K.5a)
* Grammar Skill: adjectives for colors (L.K.1b)

**Writing-Narrative*** Writing Form: Captions : (descriptive sentences, colors, sensory words) (W.K.5)
* Focus Trait: word choice
* Draw a picture of another animal you can see at an aquarium (SL.K.5, L.K.1a, L.K.2c, L.K.2d)
* Short and/or daily/weekly writing: Prompt: The Aquarium: ELL BLM p6 (SL.K.5, L.K.1a, L.K.2c, L.K.2d)
* Illustrate pictures in response to literature: Think About It: ELL BLM 3.5, p7 (SL.K.5, L.K.1a, L.K.2c, L.K.2d)
 |

|  |  |
| --- | --- |
| Lesson 9**Anchor Text:****“What Do Wheels Do All Day?”****Genre: Informational text****Paired Selection:****“Wheels Long Ago and Today”****Genre: Informational Text** | **ELL Reader: Going for a Hay Ride****Genre: Informational Text*****Reading Complex Texts*** **Reading Literature & Informational Text*** Target Skill: Text and Graphic Features (RI.K.5, RI.K.6, RL.K.7)
* Target Strategy: Question
* Supporting Skills: Conclusions (RL.K.3, RL.K.9, RL.K.10)

 **Foundational Skills*** Concepts of Print: letters in words (RF.K.1c)
* Phonemic Awareness: blend phonemes (RF.K.2b)
* Phonics: Letter Pp (RF.K.1d)
* Fluency: Reading Rate; Going for a Hay Ride/Level A/Running Record Form (ELL BLM 9.9) (RF.K.3c)

**Speaking and Listening Skill*** Listening: Personal Response & Ways of Thinking ELL BLM p3 SL.K.2)
* Speaking: Oral Language Development ELL BLM p5 (SL.K.1b)
* Enrich Vocabulary: Words with Endings “ed,” and “ing.” (L.1.4)
* Talk About Jobs (SL.K.4)

**Language*** Target/Academic Vocabulary: hay, barn, wagon, wheels, tractor, tire, hat, pitchfork, farmer, children (L.K.5c)
* Domain Specific Vocabulary: push, pull, roll, spin L.K.5c)
* Multi-syllable Vocabulary: early, weeds, community, cement, vacant, welding (l.K.5c)
* Words to Know: to (RF.K.3c)
* Vocabulary Strategies: synonyms (L.K.5b)
* Grammar Skill: Adjectives for numbers (L.K.1b)

**Writing-Narrative*** Writing Form: Description (Descriptive words, numbers) (L.K.5a)
* Focus Trait: word choice
* Draw a picture about something you would like to see or do on a farm. (**S**L.K.5, L.K.1a, L.K.2c, L.K.2d)
* Short and/or daily/weekly writing: Prompt: Let’s Sell Things! : ELL BLM p6 (**S**L.K.5, L.K.1a, L.K.2c, L.K.2d)
* Illustrate pictures in response to literature: Think About It: ELL BLM 9.5, p7 (SL.K.5)
 |
| **For Reading and Writing in Each Module** |
|  | **Cite evidence** | **Analyze content** | **Study and apply grammar** | **Study and apply vocabulary** | **Conduct****Discussions** | **Report****Findings** |
| **Every****Quarter** | **RL1, RL3****Cite evidence from text when speaking or writing about texts.** | **RI1, RI2, RI5****Carefully examine what is said in a text before speaking or writing about it.** | **L1, L2, L4, L5****Edit and revise writing for errors in language conventions.****Use correct grammar when speaking.** | **L4, L5****Use a variety of learned strategies to derive word meaning in context.** | **SL1, SL2, SL6****Develop and practice classroom routines and procedure.****Participate actively in classroom discussions.****Summarize texts read aloud** | **SL1, SL2, SL4, SL6****Oral presentation of research report** |
| **Reading Foundational Skills** |
| **Phonics and Word Recognition** | **Fluency** |
| **RF 4.3-­‐Apply phonics and word analysis skills when reading and spelling.**• VCCV pattern• word structure for prefixes and suffixes,• long vowels,• adding –s and –es, | **RF 4.4**-­‐Read grade level text with fluency, accuracy, expression, and comprehensionBy the end of the nine weeks, read 100-­‐110 WCPM |
| \*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen. **These standards are constant and should be taught throughout each quarter.** |
|  |

**NOTE:** The following additions to original K-5 curriculum guides are provided in order to give teachers resources, which will address WIDA standards 3-5 pertaining to Math, Science, and Social Studies. Teachers will be able to draw upon these resources in order to identify and teach tier 2 words more effectively.

|  |  |
| --- | --- |
| Grade KK  | **Unit: My Family Lesson: 1** |
|  |  |
| **Overarching Questions:**  | Question 1- What is a family? *Who are the people in my family?*Question 2- How many people in are in a family?Question 3-What are my family’s traditions? |

|  |  |  |
| --- | --- | --- |
| **Text 1** | **Text 2** | **Additional Resources/ Links** |
| “My Family” | “My Family” |  |
| Mercedes Rodriguez/Journeys ELL Reader | Cheryl Ryan/Reading A-Z |  |
| * 1. **Task 1 Title: Main Idea**

**Students will tell the “big idea” of the book.*** 1. **Task 2 Title: Phonics**

**Students will recognize letters K-0.*** 1. **Task 3 Title: Identify Nouns for People**

**Students will use picture/word cards to classify the names of people** | * 1. **Task 1 Title: Math Connection Count Family Members**

**Students will count the family members in the book. Students will count and write the numbers for various family pictures. (K.CC.B.4.a, K.CC.B.4.b, K.CC.B.5, K.CC.A.3*** 1. **Task 2 Title: Social Studies Connection**

**Talk About Family Traditions****Students will talk about the things their family does together. (K.1, K.20, K.3)** | Song “My Family”  On ESL Weeblywww.shelbycountyesl.weebly.com/teacher-created.html  (password SCS-ESL)Pictures of family members (mother, father, sister, brother, family)Letters K-O [www.sheppardsoftware.com/](http://www.sheppardsoftware.com/)preschool/ngames/alphabet/AE.htmNouns for people[www.turtlediary.com](http://www.turtlediary.com)Letter Recognitionwww.turtlediary.com |
| **Culminating Assessment (Writing)**Students will draw a picture of something their family does together and will dictate a sentence about the drawing. |

|  |  |
| --- | --- |
| Grade KK  | **Unit: Tell All About It Lesson: 2** |
|  |  |
| **Overarching Questions:**  | Question 1- What are my favorite things? How would I tell about my favorite things?Question 2- How can I compare my classmates’ favorite things? |

|  |  |  |
| --- | --- | --- |
| **Text 1** | **Text 2** | **Additional Resources/ Links** |
| “Tell All About It” | “What I Like” |  |
| Oscar Hagen/Journeys ELL Reader | W.E. Strauss/Reading A-Z |  |
| * 1. **Task 1 Title: Understanding Characters**

**Students will discuss who the character is in the story.*** 1. **Task 2 Title: Phonics**

**Students will recognize letters P-T.*** 1. **Task 3 Title: Identify nouns for places**

**Students will use picture/word cards to classify nouns for places** | **2.1** * 1. **Task 1 Title: Math Connection**

**Graph/Compare Numbers****Students will pick their favorite thing that the girl likes and vote for it and record results on graph. Then students will decide which thing got the most votes and the least votes. (K.MD.A.2)** | Song: “Tell Me About It” (on ESL Weebly)www.shelbycountyesl.weebly.com/teacher-created.html  (password SCS-ESL)Pictures of rock, book, doll, drum, and petLetters P-T [www.sheppardsoftware.com/](http://www.sheppardsoftware.com/)preschool/ngames/alphabet/AE.htmNouns Worksheets [www.turtlediary.com](http://www.turtlediary.com)Letter Recognition[www.turtlediary.com](http://www.turtlediary.com) |
| **Culminating Assessment (Writing)**Students will write about their favorite thing from home and will illustrate their writing. |

|  |  |
| --- | --- |
| Grade KK  | **Unit: My Pet Cat Lesson: 3** |
|  |  |
| **Overarching Questions:**  | Question 1- What can cats do?Question 2- What are the characteristics of cats? |

|  |  |  |
| --- | --- | --- |
| **Text 1** | **Text 2** | **Additional Resources/ Links** |
| “My Pet Cat” | “The Big Cat” |  |
| Jo Bydlowski/Journeys ELL Reader | Nora Voutas/Reading A-Z |  |
| * 1. **Task 1 Title: Story Structure**

**Students will discuss setting, characters, and plot*** 1. **Task 2 Title: Phonics**

**Students will recognize letters U-Z.*** 1. **Task 3 Title: Identify nouns for animals**

**Students will use picture/word cards to classify nouns for animals and things** | **2.1** * 1. **Task 1 Title: Science Connection**

**Identify Characteristics of Cats****Students will discuss characteristics of cats and will list facts about cats. (GLE0007.5.1)****2.2 Task 2 Title: Social Studies Connection****Use words and phrases that indicate location and directions such as “up, down, near, far, left, right, straight, back, in front of, and behind.”****Students will use cat cut-outs and place them in relation to another object. (K.11)**  | Song: “My Cat Can Do a Lot of Things’ (on ESL Weebly)www.shelbycountyesl.weebly.com/teacher-created.html  (password SCS-ESL)Pictures of play, eat, climb , hide, and sleepLetters U-Z [www.sheppardsoftware.com/](http://www.sheppardsoftware.com/)preschool/ngames/alphabet/AE.htmLetter Recognition[www.turtlediary.com](http://www.turtlediary.com)Nouns Worksheets [www.turtlediary.com](http://www.turtlediary.com)Online interactive activity for relative positions<http://pbskids.org/catinthehat/games/beehive.html> |
| **Culminating Assessment (Writing)**Students will color a cat and dictate a sentence about the cat. |

|  |  |
| --- | --- |
| Grade KK  | **Unit: Let’s Sell Things Lesson: 4** |
|  |  |
| **Overarching Questions:**  | Question 1-*What kind of things could I buy/sell at a store?* Question 2- What kind of workers are there in my community?Question 3-What kind of job would I like to have? |

|  |  |  |
| --- | --- | --- |
| **Text 1** | **Text 2** | **Additional Resources/ Links** |
| “Let’s Sell Things” | “Community Workers” |  |
| Alice Russell/Journeys ELL Reader | Pam Bull/Reading A-Z |  |
| * 1. **Task 1 Title: Text and Graphic Features.**

**Students will discuss how the pictures in the book help the reader.*** 1. **Task 2 Title: Phonics**

**Letter M,m****Students will identify the letter M,m and its sound.** * 1. **Task 3 Title: Action Verbs**

**Students will name and pantomime the actions that are shown in the story. Students will name other action words.** | **2.1** * 1. **Task 1 Title: Social Studies Connection**

**Community Helpers****Students will list community helpers and talk about what the helpers do. (K.1, K.8, K.20)** | Song: “I Can Sell Things” (on ESL Weebly)www.shelbycountyesl.weebly.com/teacher-created.html  (password SCS-ESL)Pictures of store, books, shoes, flowers, apples, bikes“My M Book”“My First Steps to Reading” booksAuthor: Jane Belk MoncureLetter M[www.starfall.com](http://www.starfall.com)[www.turtlediary.com](http://www.turtlediary.com)Letter M,m Alphabet Book[www.readinga-z.com](http://www.readinga-z.com)Letter M,m writing worksheet[www.turtlediary.com](http://www.turtlediary.com)Action word flashcards[www.mes-english.com](http://www.mes-english.com)Online interactive activity for community helpers<http://pbskids.org/cgi-registry/curiousgeorge/on_the_job.pl> |
| **Culminating Assessment (Writing)**Students will write about the job they would like. |

|  |  |
| --- | --- |
| Grade KK  | **Unit: The Playground Lesson: 5** |
|  |  |
| **Overarching Questions:**  | Question 1- What kind of things can I do at the playground*?*Question 2- Why is it important to learn how to take turns?Questions3-Can I line up in order? |

|  |  |  |
| --- | --- | --- |
| **Text 1** | **Text 2** | **Additional Resources/ Links** |
| “The Playground” | “Taking Turns” |  |
| Aksel Gake/Journeys ELL Reader | Maribeth Boelts/Reading A-Z |  |
| * 1. **Task 1 Title: Key Details**

**Students will answer questions about key details in the text.*** 1. **Task 4 Title: Phonics**

**Letter S,s.****Students will identify the letter S,s and its sound.*** 1. **Task 5 Title: Action Verbs**

**Students will list the actions they observe in the story.** | **2.1** * 1. **Task 1 Title: Social Studies Connection**

**Discuss the importance of taking turns on the playground.****Student will play “taking turns” in a “playground” that the teacher has prepared. (K.21)*** 1. **Task 2 Title: Math Connection**

 **Learn the ordinal numbers: first, second, third, fourth, fifth, etc.****Students will line up at each part of the “playground” in the order called by teacher.**  | Song: “At the Playground” (on ESL Weebly)www.shelbycountyesl.weebly.com/teacher-created.html  (password SCS-ESL)Pictures of swing, slide, bridge, ladder, playground“My S Book”“My First Steps to Reading” booksAuthor: Jane Belk MoncureLetter S,s[www.starfall.com](http://www.starfall.com)[www.turtlediary.com](http://www.turtlediary.com)Interactive activity on ordinal numbers<http://www.turtlediary.com/kindergarten-games/math-games/ordinal-numbers.html>Letter S,s Alphabet Book[www.readinga-z.com](http://www.readinga-z.com)Letter S,s writing worksheet[www.turtlediary.com](http://www.turtlediary.com)Action word flashcards[www.mes-english.com](http://www.mes-english.com) |
| **Culminating Assessment (Writing)**Students will draw a picture of something they like to do at the playground and will dictate a sentence. |

|  |  |
| --- | --- |
| GradeKK  | **Unit: Choosing a Pet Lesson: 6** |
|  |  |
| **Overarching Questions**  | Question 1- What kind of pet would I like to have? Question 2- What can I do to take care of my pet?Question 3-How are animals the same and different? |

|  |  |  |
| --- | --- | --- |
| **Text 1** | **Text 2** | **Additional Resources/ Links** |
| “Choosing a Pet” | “Taking Care of Chase” |  |
| William Lawrence/Journeys ELL Reader | Gawain Douglas/Reading A-Z |  |
| * 1. **Task 1 Title: Compare/Contrast**

**Students will discuss how each pet is the same and different and will complete a Venn diagram on two of the pets.*** 1. **Task 2 Title: Phonics**

**Letter A,a.****Students will identify the letter A,a and its sound.*** 1. Task 3 Title: My Five Senses

Students will name the five senses and describe how they use their senses to tell about things. | **2.1** * 1. **Task 1 Title: Science Connection Care of Your Pet**

**Students will talk about the things they do to take care of a pet. (GLE0007.3.1)*** 1. **Task 2 Title: Science Connection**

**What Living Things Need****Students will discuss what all living things need: food, water, air. (GLE00007.3.1)** | Song: “My Pet” (on ESL Weebly)www.shelbycountyesl.weebly.com/teacher-created.html  (password SCS-ESL)Pictures of dog, rabbit, fish, bird, and cat“My A Book”“My First Steps to Reading” booksAuthor: Jane Belk MoncureLetter A,a[www.starfall.com](http://www.starfall.com)[www.turtlediary.com](http://www.turtlediary.com)Letter A,a Alphabet Book[www.readinga-z.com](http://www.readinga-z.com)Letter A,a writing worksheet[www.turtlediary.com](http://www.turtlediary.com)Five senses interactive activity/worksheet[www.turtlediary.com](http://www.turtlediary.com)Online activity Compare/Contrast<http://www2.smarttutor.com/player/swf/RC_CompareContrast_LK_V1_T1a_1.swf> |
| **Culminating Assessment (Writing)**Students will write about the type of pet they would like to have. |

|  |  |
| --- | --- |
| Grade KK  | **Unit: Visiting the Zoo Lesson: 7** |
|  |  |
| **Overarching Questions:**  | Question 1- What kinds of animals can I see at the zoo?Question 2- What are the different ways that animals can move? |

|  |  |  |
| --- | --- | --- |
| **Text 1** | **Text 2** | **Additional Resources/ Links** |
| “Visiting the Zoo” | “Animals Can Move” |  |
| Ben Devanthery/Journeys ELL Reader | Pam Bull/Reading A-Z |  |
| * 1. **Task 1 Title: Understanding Characters**

**Students will name and list the characters in the story.*** 1. **Task 2 Title: Phonics**

**Letter T,t****Students will recognize letter T,t and its sound.*** 1. **Task 3 Title: Identify animals that are “big” and “little”**

**Students will discuss the animals in the book and will categorize the animals as big and little.** | **2.1** * 1. **Task 1 Title: Science Connection**

**Categorize how and where animals move.****Students will create a graph of animals and how they move “on land,” “in water,” and “in the air.” (GLE0007.5.1)*** 1. **Task 2 Title: Math Connection**

**Graph****Students will use count each type of zoo animal and record the number on the graph.** | Song: “Going to the Zoo” (on ESL Weebly)www.shelbycountyesl.weebly.com/teacher-created.html  (password SCS-ESL)Pictures of monkey, lion, bear, bird, and zoo“My T,t Book”“My First Steps to Reading” booksAuthor: Jane Belk MoncureLetter T,t[www.starfall.com](http://www.starfall.com)[www.turtlediary.com](http://www.turtlediary.com)Letter T,t Alphabet Book[www.readinga-z.com](http://www.readinga-z.com)Letter T,t writing worksheet[www.turtlediary.com](http://www.turtlediary.com)Mask Templates[www.kidsinco.com](http://www.kidsinco.com)Zoo safari chartprintables.atozteacherstuff.com |
| **Culminating Assessment (Writing)**Students will write about their favorite zoo animal. |

|  |  |
| --- | --- |
| Grade KK  | **Unit: The Aquarium Lesson: 8** |
|  |  |
| **Overarching Questions:**  | Question 1- What is an aquarium and what kind of animals do we see there?Question 2- What kinds of animals are found in our oceans? |

|  |  |  |
| --- | --- | --- |
| **Text 1** | **Text 2** | **Additional Resources/ Links** |
| “The Aquarium” | “Ocean Animals” |  |
| Simon Gaspard/Journeys ELL Reader | Kira Freed/Reading A-Z |  |
| * 1. **Task 1 Title: Details**

**Students will ask and answer questions about key details in the story.*** 1. **Task 2 Title: Phonics**

**Letter C,c****Students will identify letter C,c and its sound.*** 1. **Task 3 Title: Identify Adjectives for Color**

**Students will identify objects in a picture by its color and will write a sentence about the item using the correct color word.** | **2.1** * 1. **Task 1 Title: Science Connection**

**Classify Animals****Students will classify ocean animals as mammals, fish or reptiles. (GLE0007.5.1)** | Song: “The Aquarium” (on ESL Weebly)www.shelbycountyesl.weebly.com/teacher-created.html  (password SCS-ESL)Pictures of seal, turtle, shark, crab, and penguins“My C,c Book”“My First Steps to Reading” booksAuthor: Jane Belk MoncureLetter C,c[www.starfall.com](http://www.starfall.com)[www.turtlediary.com](http://www.turtlediary.com)Letter C,c Alphabet Book[www.readinga-z.com](http://www.readinga-z.com)Letter C,c writing worksheet[www.turtlediary.com](http://www.turtlediary.com) Ocean Animal interactive activitywww.sheppardsoftware.com |
| **Culminating Assessment (Writing)**Students will draw a picture of an animal they might see in an aquarium and will include one detail about the animal. |

|  |  |
| --- | --- |
| Grade KK  | **Unit: Going for a Hay Ride Lesson: 9** |
|  |  |
| **Overarching Questions:**  | Question 1- What can we see and do at a farm*?*Question 2- How do babies resemble their parents?Question 3-What kind of products come from farm animals? |

|  |  |  |
| --- | --- | --- |
| **Text 1** | **Text 2** | **Additional Resources/ Links** |
| “Going for a Hay Ride” | “Baby Animals” |  |
| Julia Zinal/Journeys ELL Reader | Cheryl Ryan/Reading A-Z |  |
| * 1. **Task 1 Title: Text and Graphic Features**

**Students will tell how the words and pictures go together in the story.*** 1. **Task 2 Title: Phonics**

**Letter P,p****Students will identify letter P,p and its sound.*** 1. **Task 3 Title: Identify Adjectives for numbers**

**Students will identify objects in a picture by their number and will write a sentence about the objects using the correct number word.** | **2.1** * 1. **Task 1 Title: Science Connection**

**Offspring Resemble Their Parents.****Students will match pictures of the baby animals in the book with pictures of their parents. (GLE0007.4.2)*** 1. **Tast 2 Title: Social Studies Connection**

**Farm Products****Students will discuss the kinds of product that we get from farm animals. (K.6, K.8)** | Song: “The Farm” (on ESL Weebly)www.shelbycountyesl.weebly.com/teacher-created.html  (password SCS-ESL)Pictures of hay, wagon, tractor, farmer, hay ride“My P,p Book”“My First Steps to Reading” booksAuthor: Jane Belk MoncureLetter P,p[www.starfall.com](http://www.starfall.com)[www.turtlediary.com](http://www.turtlediary.com)Letter P,p Alphabet Book[www.readinga-z.com](http://www.readinga-z.com)Letter P,p writing worksheet[www.turtlediary.com](http://www.turtlediary.com)Online interactive activity to match baby with parentArchive.fossweb.com/modulesK-2/Animalstwobytwo/activities/findtheparent.htmlFarm activities/worksheetshttp://www.nourishinteractive.com/nutrition-education-printables/category/34-dairy-food-group-myplate-healthy-foods-kids-fun-pages |
| **Culminating Assessment (Writing)**Students will write a sentence about an animal or animals they see on a farm and use the correct number word to describe how many.  |