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OCEAN ACADEMY CHARTER SCHOOL English as a Second Language Curriculum	
Content Area: English As A Second Language	
Course Title: ESL	Grade Level: Kindergarten
Unit 1- School, Family & Me	45 days
Unit 2- Community, People, Places & Vehicles	45 days
Unit 3- Weather, Seasons, & Animals	45 days
Unit 4- Farms, Farm Animals & Produce	45 days

Introduction:
The English as a Second Language (ESL) curriculum is a comprehensive language development program designed to support English Language Learners (ELLs) in gaining proficiency in English and successfully accessing grade-level academic content. Grounded in the WIDA English Language Development (ELD) Standards, the curriculum aims to guide students toward full integration into the mainstream classroom. The program is structured to support multilingual learners in developing skills across the four language domains: Listening, Speaking, Reading, and Writing. Students interact with a wide variety of carefully selected and appropriately adapted fiction and nonfiction texts. These materials are chosen by ESL educators to meet students at their English Language Proficiency (ELP) levels and to provide meaningful engagement with the language. Many multilingual learners arrive with strong informal communication skills but may struggle in academic settings due to limited exposure to subject-specific vocabulary and complex language structures. The ESL curriculum addresses this gap by providing structured, scaffolded instruction that emphasizes academic English. Students are consistently exposed to grade-level language and models of standard English, helping them build the confidence and skills necessary for academic success. Throughout the program, students will engage with texts and content in multiple, purposeful ways. Lessons are designed to empower students to acquire English accurately and confidently while building the foundational skills needed to thrive in content-area classes and transition successfully into the mainstream educational environment.

WIDA ELD Standards

Proficiency Level Descriptors

Grade K WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)
Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around topics (<i>my family</i>) with words, pictures, phrases, or chunks of language	around topics (<i>all about me</i>) with repetition, rhyming, and common language patterns	around topics (<i>all about me</i>) with repetition, rhyming, and other language patterns with short sentences	to meet a purpose (<i>to inform, narrate, entertain</i>) through multiple related sentences	to meet a purpose in a series of extended sentences	to meet a purpose in a short text
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	patterned language with repetitive words	patterned language with repetitive words and phrases (<i>This is a duck. The duck says quack, quack. This is a goat.</i>)	repetitive words and phrases across a text (<i>Brown bear, brown bear, what do you see?</i>)	some frequently used cohesive devices (demonstratives: <i>this, these, that, those</i>)	a few different types of cohesive devices (<i>repetition, pronoun referencing, etc.</i>)	multiple types of cohesive devices (<i>synonyms, antonyms, repetition</i>)
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	labels with single nouns (<i>ball, car</i>)	frequently used single noun groups (<i>my toys, my car, your ball?</i>)	frequently used multi-word noun groups (<i>my favorite book</i>)	multi-word noun groups with connectors (<i>a shiny truck and a red ball</i>)	expanded noun groups with classifiers (<i>the red fire truck</i>)	expanded noun groups with prepositional phrases (<i>the red fire truck in the station</i>)
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	words, pictures, and phrases (<i>Anna's chair</i>)	words, pictures, phrases, and chunks of language (<i>ran to her room</i>)	chunks of language (<i>sat in her chair, jumps on her bed</i>)	simple sentences (<i>She picked it up.</i>)	related simple sentences (<i>She picked it up. She carried it to her room.</i>)	multiple related simple sentences (<i>She picked it up. She carried it to her room. She opened it up.</i>)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	a few words and phrases in familiar contexts and topics (<i>map, desk, hello</i>)	repeated words and phrases in familiar contexts and topics (<i>sound it out, think first</i>)	frequently used words and phrases in familiar contexts (<i>time to clean up</i>)	situation-specific words and phrases (<i>What sounds do we hear?</i>)	an increasing number of words and phrases (<i>We need four different colors to make a pattern.</i>)	a growing number of words and phrases in a variety of contexts (<i>special visitor, school assembly</i>)

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose (<i>and, then</i>)	short sentences that convey an intended purpose with emerging organizational patterns	sentences linked together to convey an intended purpose (inform: <i>The parrot eats nuts and seeds.</i>)	text that conveys an intended purpose with emerging organizational patterns (<i>first, and then, also, next</i>)
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	single words and phrases related to topic (<i>water, leaf</i>)	an emerging use of cohesive devices (repetition: <i>water, water, the water</i>)	a few frequently used cohesive devices (repetition: <i>this leaf is red, this leaf is yellow</i>)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)
DISCOURSE Density of language	Elaborate or condense ideas through...					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	simple types of elaboration (newly learned single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>the or these clouds</i>)
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	words, pictures, and phrases (<i>cats and dogs</i>)	words, pictures, phrases and chunks of language (<i>cats meow and dogs bark</i>)	sentence fragments (<i>cats and dogs</i>)	sentence fragments and emerging use of simple sentences (<i>Dogs sleep, Dogs bark</i>)	simple sentences (<i>Cats like to climb. Dogs like to run.</i>)	sentences with emerging use of clauses (<i>My cat sleeps all day. My dog runs all the time. They are my pets.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	frequently reoccurring words and phrases (<i>Good Morning, let's play</i>)	emerging use of words and phrases with attempted precision (<i>Today is Friday, September 15.</i>)	few frequently used words and phrases with emerging precision (<i>lunch time, morning meeting</i>)	some frequently used words and phrases with some precision (<i>my pattern is red, blue, red, blue</i>)	a small repertoire of words and phrases with developing precision (<i>beautiful butterfly, repeating pattern</i>)	a growing repertoire of words and phrases with growing precision (<i>green and yellow stripes</i>)

THE WIDA ELD Standard Statements

WIDA ELD Standards Statements
English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area 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
English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area 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

OCEAN ACADEMY CHARTER SCHOOL Overview

Content Area: Multilingual Learners

Unit Title: Unit 1- School, Family, and Me	Duration: 45 days
Grade Level: Kindergarten	
Introduction/Unit Focus: This introductory unit lays the foundation for the school year and establishes a supportive, engaging environment in our Multilingual Learner (ML) kindergarten classroom. The primary focus is to help students become familiar with the school setting, understand classroom routines, and begin to develop the language skills necessary to express themselves and interact with others. Students will explore key topics that help them make sense of their new learning environment. These include: • What is School? Understanding the purpose of school and what it means to be part of a learning community. • Places in Our School: Identifying and naming important locations such as the classroom, cafeteria, gym, library, and nurse's office. • People in Our School: Learning about the roles of teachers, principals, custodians, cafeteria staff, and other school helpers. • Classroom Tools and Materials: Recognizing and naming common school supplies and how we use them in daily routines. • School Rules and Expectations: Introducing basic classroom rules and procedures that promote safety, respect, and cooperation. In addition to understanding the school environment, students will begin to explore personal identity and self-expression. They will learn to: • Describe Their Families: Understand that families can look different and use language to talk about who is in their family. • Talk About Feelings: Use appropriate vocabulary to name and describe emotions and begin to recognize how others may be feeling. • Identify Body Parts and Senses: Learn the names of basic body parts and understand how we use our five senses to explore the world around us. Throughout the unit, students will engage in hands-on, interactive activities that promote development in all four language domains: listening, speaking, reading, and writing. Songs, stories, games, visual supports, and partner activities will be used to create meaningful and memorable learning experiences. This unit not only introduces foundational vocabulary and concepts but also sets the tone for a year of collaborative learning. By the end of the unit, students will begin to see themselves as valued members of a classroom community where they can grow, share, and thrive together.	
Focus Standards (Major Standards)	
Wida: Grades K-12 THE WIDA ELD STANDARDS	Key Language Uses Multilingual Learners Will...
Standard 1: Social and Instructional Language	ELD-SI.K-3.Narrate • Share ideas about one's own and others' lives experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared

	● Recount and restate ideas ● Discuss how stories might end or next steps ELD-SI.K-3.Inform ● Define and classify objects ● Describe characteristics, patterns, or behavior ● Sort, clarify, and summarize ideas ● Summarize information from interaction with others and from learning experiences ELD-SI.K-3.Explain ● Share initial thinking with others ● Compare and contrast objects or concepts ● Offer ideas and suggestions ELD-SI.K-3.Argue ● Ask questions about others' opinions ● Support own opinions with reasons
Standard 2: Language for Language Arts	ELD-LA.K.Narrate.Interpretive Interpret language arts narratives (with prompting and support) by ● Identifying key details ● Identifying characters, settings and major events ● Asking and answering questions about unknown words in a text ELD-LA.K.Narrate.Expressive Construct language arts narratives (with prompting and support) that ● Orient audience to story ● Describe story events ELD-LA.K.Inform.Interpretive Interpret informational texts in language arts (with prompting and support) by ● Identifying main topic and key details ● Asking and answering questions about descriptions of familiar attributes and characteristics ELD-LA.K.Inform.Expressive Construct informational texts in language arts (with prompting and support) that ● Introduce topic for audience ● Describe details and facts
Standard 3: Language for Mathematics	ELD-MA.K.Inform.Interpretive Interpret mathematical informational texts (with prompting and support) by ● Identifying concept or object ● Describing quantities and attributes

	ELD-MA.Inform.Expressive Construct mathematical informational texts (with prompting and support) that • Define or classify concept or entity • Describe a concept or entity • Compare/contrast concepts or entities
Standard 4: Language for Science	ELD-SC.K.Inform.Interpretive Interpret scientific informational texts by • Determining what text is about ELD-SC.K.Inform.Expressive • Introduce others to a topic or entity • Provide details about an entity
Standard 5: Language for Social Studies	ELD.SS.K.Inform.Interpretive Interpret informational texts in social studies by • Determining topic associated with a compelling or supporting question • Defining attributes and characteristics in relevant information ELD.SS.K.Inform.Expressive Construct informational texts in social studies that • Introduce topic associated with a compelling or supporting question • Provide a detail about relevant information
Supporting and Additional Standards	
Disciplinary Concepts for the Unit: Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. Standard 8.1 Computer Science Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems. Standard 8.2 Design Thinking	

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Primary Interdisciplinary Connections: Infused within the unit are connections to Language Arts and Social Studies.

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.

- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
- L.WF.K.1 Demonstrate command of the conventions of writing.

New Jersey Student Learning Standards: [9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation](#)
[Career Readiness, Life Literacies, and Key Skills NJSLs \(June 2020\)](#)

Career Readiness, Life Literacies, and Key Skills Practices

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Different types of jobs require different knowledge and skills.	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
Digital tools and media resources provide access to vast stores of information that can be searched.	9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)

Individuals develop and follow directions as part of daily life.	8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks
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New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Digital tools and media resources provide access to vast stores of information that can be searched.	9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
Physical and human characteristics affect where people live (settle).	6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.	K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
Evidence of Student Learning	
Performance Tasks/Use of Technology: - Students will view building background video for unit - Students will practice color names on chromebook - Students will practice unit topics via a match game on Chromebook. - Students will practice unit sight words via viewing of sight word video - Students will practice names of school tools using talking flashcards.	Other Assessments Formative - Performance/skill demonstration - Student reflection - Do Now - Exit Slips - Observation - Homework/Classwork - Journals - Quizzes - Discussion/Participation Summative - Reading Unit Test - Key Words Unit Test - Grammar Unit Test - Diagnostic Assessment - Have student retell progress - Teachers observations - SGO Assessment Benchmark - SGO Assessment - State Standardized Assessments (WIDA) - ACCESS Alternative - Ongoing assessment of skills - Anecdotal notes of skills and competencies for each student - Unit Project- School - Unit Portfolio
Knowledge and Skills	
Enduring Understandings:	Learning Targets:
<i>Students will know...</i> Understanding who we are helps us feel confident and valued. - Developing a strong sense of identity supports a positive self-image and helps students feel safe and secure in their learning environment. - Recognizing personal strengths, interests, and cultural backgrounds allows students	<i>Students will be able to..</i> <u>Speaking & Listening Skills</u> Use language to describe and share information - Express thoughts, ideas, and personal experiences using age-appropriate vocabulary and sentence structures. - Describe people, places, objects, and events using key vocabulary from the

to express themselves and build connections with others.

Families are important and come in many forms.

- All families have roles and responsibilities that help them work and live together.
- Students will explore and share about their own families while learning that others may have different family structures and traditions.
- Celebrating family diversity helps create an inclusive classroom community.

School, family, and personal identity are all connected.

1. Experiences at home and at school help shape how students see themselves and how they interact with the world.
2. The relationships students build at school support their social and emotional growth, just as their families support their development at home.
3. Understanding these connections helps students feel a sense of belonging in both their school and family communities.

unit.

- **Ask and answer simple questions**

- Participate in conversations by asking and answering who, what, where, and how questions.
- Use complete sentences to respond to questions and express needs or opinions.

- **Engage in classroom discussions**

- Listen attentively to peers and adults during group conversations.
- Take turns speaking and build on others' ideas using language patterns introduced in class.

- **Speak clearly and at an appropriate pace**

- Practice clear pronunciation and appropriate volume when speaking in different settings.
- Adjust pace and tone when speaking to ensure understanding.

- **Use nonverbal communication effectively**

- Reinforce spoken language with gestures, facial expressions, and body language.
- Use visual cues to support understanding and engagement in communication.

Language Use & Repetition

- **Use and reuse familiar language patterns**

- Practice key phrases, sentence frames, and repetitive structures to build fluency and confidence.
- Engage in chants, songs, and guided conversations to reinforce language structures.

- **Create and interpret visual representations of language**

- Draw pictures to represent vocabulary and ideas.
- Use illustrations and visuals to support understanding and expression of meaning.

Phonics & Print Awareness

- **Recognize and name letters of the alphabet**

- Identify both uppercase and lowercase letters and match them to their sounds.

- Begin to distinguish visually similar letters and sounds.

- **Identify beginning sounds in words**

- Use phonemic awareness to recognize initial sounds and associate them with letters.
- Begin to blend and segment simple consonant-vowel-consonant (CVC) words.

- **Differentiate between uppercase and lowercase letters**

- Use proper letter case in names, labels, and modeled writing activities.
- Match uppercase and lowercase letters through hands-on activities and games.

Grammar & Sentence Structure

- **Identify and use nouns appropriately**

- Recognize and name people, places, and things in the classroom, home, and school community.
- Sort and categorize nouns using visuals and real-life objects.

- **Understand the concept of singular and plural**

- Identify the difference between one and more than one using objects and pictures.
- Begin using plural endings such as -s when speaking or writing about multiple items.

Reading Readiness Skills

- **Use illustrations to support understanding**

- Make predictions and inferences about text using pictures.
- Retell simple stories or information based on illustrations.

- **Recognize and use familiar language patterns in text**

- Identify repeated phrases and sentence structures in read-alouds and shared reading activities.
- Participate in echo and choral reading using familiar texts.

- **Apply concepts of print**

- Understand basic print concepts such as reading left to right, top to bottom, and front to back.

	○ Recognize that words are made up of letters and that print carries meaning. <u>Beginning Writing Skills</u> ● Identify and write their own name ○ Use proper letter formation and capitalization when writing their first name. ○ Recognize their name in print across classroom materials. ● Illustrate and label pictures ○ Draw pictures to express ideas and begin labeling with initial sounds or simple words. ○ Use shared or modeled writing to add meaning to illustrations. ● Create simple captions for pictures ○ Write or dictate captions using learned vocabulary and sentence frames. ○ Connect written words to visuals to support understanding. ● Begin forming complete sentences ○ Use vocabulary, phonics skills, and grammar from the unit to create simple sentences. ○ Practice spacing, punctuation, and sentence structure through guided writing activities.
Essential Questions:	
● Who am I, and what makes me special? ● Who is in my family, and how are families different? ● What is school, and who helps us learn and stay safe? ● How do we show respect and follow rules at school? ● How can I talk about my feelings and understand others? ● How do I use letters, sounds, pictures, and words to share my ideas?	
Instructional Plan	
Suggested Activities	Resources
● Create a list of classroom rules and review school rules and why they are important. ● Discussion of routines and how to follow them. ● Review how to engage in informational and academic discussions. ● Review the techniques of a good writer. ● Review grammatical structures and	● National Geographic Reach program ● Learning A-Z ● Supplemental Materials ● Brainpop ● Raz-kids ● Interactive whiteboard ● Chromebooks ● Starfall ● Google translate

- applications. ● Review phonological awareness and applications. ● Take on going tours of the school ● Call all students to tell where they are in the school, etc. ● Illustrate own families ● Describe family members ● Identify feelings ● Name body parts ● List five senses	● FUNdations materials ● Trade books ● Fiction and nonfiction stories ● Big Books ● TPR ● Realia ● Extended time ● Peer buddies/Bilingual buddies ● Brain breaks ● Graphic organizers ● Fiction and NonFiction stories ● Songs and Chants ● GoNoodle
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Suggested Options for Differentiation

Accommodations and Modifications:

Multilingual Learners:

Students will be supported according to the recommendations for “can do’s” as outlined by WIDA <https://wida.wisc.edu/teach/can-do/descriptors>.

- Bi-lingual buddies
- Build Background knowledge/Vocabulary
- Calendars
- Charts
- Chunking Information
- Color coding
- Flashcards
- Flexible Grouping
- Google translate
- Graphic Organizers
- Graphs
- Manipulatives
- Mind maps
- Mnemonics
- Multi-Sensory Instruction
- Peer Buddies
- Pictures
- Pre-teach vocabulary
- Root words
- Scaffolded Questioning
- Small Group Instruction
- Timelines
- Visualization
- Visuals:
- Word Banks
- Word Walls

Special Education

Support staff will be available to aid students related to IEP specifications. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Adjust the pace of lessons
- Allow tests to be taken in a separate room

- Checklist for steps in problems
- Conversation frames
- Flexible Grouping
- Give directions/instructions verbally and in a simple written format.
- Graphic Organizers
- Keep workspaces clear of unrelated materials
- Maintain adequate space between desks
- Modeling
- Multi-Sensory Instruction
- Pre-teaching vocabulary
- Provide extra time to complete assignments.
- Provide peer support for the presentation
- Sentence starters
- Shorten assignments to focus on mastery of key concepts
- Simplified directions
- Technology Integration
- Tiered Activities
- Translation applications
- Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.
- Utilize modifications & accommodations delineated in the student's IEP
- Visual Cues/Models
- Visuals
- Word Banks
- Work with a partner
- Work with paraprofessional
- Writing frames
- Yes/No questions (LEP 1&2)

Students with 504 Plans

All instructional leaders will also attend to 504 accommodations. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Flexible Grouping
- Graphic Organizers
- Multi-Sensory Instruction
- Technology Integration
- Tiered Activities
- Visual Cues/Models

Gifted and Talented

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

- Adjusting the pace of lessons
- Curriculum Compacting
- Flexible Grouping
- Graphic Organizers
- Higher-order thinking skills
- Independent study
- Inquiry-based instruction
- Interest-based content
- Multi-Sensory Instruction
- Real-world scenarios
- Student Driven Instruction
- Technology Integration
- Tiered Activities

- Visual Cues/Models

Students at Risk of School Failure

Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Adjust for personal space or other behaviors as needed
- Brain Breaks
- Build Background/Vocabulary
- Chunking Information
- Extended Time
- Give directions/instructions verbally
- Gradual Release Model
- Graphic Organizers
- Increase one on one time
- Instructions may be printed in large print and hung up for the student to see during the lesson.
- Manipulatives
- Modified Assignments
- Multi-Sensory Instruction
- Oral prompts can be given
- Peer Buddies
- Peer Support
- Preferential Seating
- Review behavior expectations
- Scaffolded Questioning
- Small Group Instruction
- Teachers may modify instructions by modeling what the student is expected to do
- Technology Integration
- Tiered Activities
- Using visual demonstrations, illustrations, and models
- Visual Cues/Models
- Graphic Organizers
- Tiered Activities
- Visual Cues/Models
- Technology Integration

Diversity and Inclusion:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Core Instructional and Supplemental Materials

- Big Books
- Classroom library resources
- FUNdations Materials
- High Frequency Word Books
- Language Song Books
- Practice Master
- Read Together Books
- Talk Together Books
- Teamwork Activities
- Vocabulary Builder Manipulatives

Teacher Notes:**OCEAN ACADEMY CHARTER SCHOOL**
Overview**Content Area: Multilingual Learners****Unit 2: Community, People, Places & Vehicles****Duration: 45 days****Grade Level: Kindergarten****Introduction/Unit Focus:**

This unit introduces Kindergarten Multilingual Learners (MLs) to the concept of community: what it is, how it functions, and the important role each person plays within it. Students will develop an understanding of the diverse communities people live in and explore the similarities and differences between them, including cultural aspects such as language, traditions, foods, and celebrations.

Students will learn about community places, such as libraries, fire stations, post offices, grocery stores, and parks, and the purpose these places serve in helping communities work together and thrive. Emphasis will be placed on what it means to live in a community, including the values of cooperation, kindness, responsibility, and shared space.

A central focus of the unit is on community helpers and occupations. Students will explore a variety of jobs, the tools and tasks associated with them, and how these roles contribute to the well-being and functioning of the community. They will also begin to understand the concept of earning money through work and why different jobs are important.

The unit encourages self-reflection and imaginative thinking, inviting students to think about their future aspirations. Through speaking, listening, drawing, and writing activities, they will be given opportunities to express what they want to be when they grow up and why.

Throughout the unit, students will develop key language skills across all four domains: listening, speaking, reading, and writing through interactive lessons, stories, vocabulary-building activities, role-playing, and guided conversations. Visual supports, real-life connections, and hands-on learning will ensure concepts are accessible and meaningful for English learners.

By the end of this unit, students will have a deeper understanding of how people live and work together, appreciate the diversity within communities, and see their own place within the larger world.

Focus Standards (Major Standards)

Wida: Grades K-12 THE WIDA ELD STANDARDS	Key Language Uses Multilingual Learners Will...
Standard 1: Social and Instructional Language	ELD-SI.K-3.Narrate • Share ideas about one's own and others' lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps ELD-SI.K-3.Inform • Define and classify objects • Describe characteristics, patterns, or behavior • Summarize information from interaction with others and from learning experiences ELD-SI.K-3.Explain • Share initial thinking with others • Compare and contrast objects or concepts ELD-SI.K-3.Argue • Ask questions about others' opinions • Support own opinions with reasons • Revise one's own opinions based on new information
Standard 2: Language for Language Arts	ELD-LA.K.Narrate.Interpretive Interpret language arts narratives (with prompting and support) by • Identifying characters, settings and major events • Asking and answering questions about unknown words in a text ELD-LA.K.Narrate.Expressive Construct language arts narratives (with prompting and support) that • Describe story events ELD-LA.K.Inform.Interpretive Interpret informational texts in language arts (with prompting and support) by • Identifying main topic and key details • asking and answering questions about descriptions of familiar attributes and characteristics ELD-LA.K.Inform.Expressive Construct informational texts in language

	arts (with prompting and support) that • Introduce topic for audience • Describe details and facts
Standard 3: Language for Mathematics	ELD-MA.K.Inform.Interpretive Interpret mathematical informational texts (with prompting and support) by • Describing quantities and attributes ELD-MA. Inform.Expressive Construct mathematical informational texts (with prompting and support) that • Define or classify concept or entity • Describe a concept or entity
Standard 4: Language for Science	ELD-SC.K.Inform.Interpretive Interpret scientific informational texts by • Determining what text is about
Standard 5: Language for Social Studies	ELD.SS.K.Inform.Interpretive Interpret informational texts in social studies by • Determining topic associated with a compelling or supporting question • Defining attributes and characteristics in relevant information ELD.SS.K.Inform.Expressive Construct informational texts in social studies that • Introduce topic associated with a compelling or supporting question • Provide a detail about relevant information
Disciplinary Concepts for the Unit: Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.	

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A:52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

2. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Primary Interdisciplinary Connections: Infused within the unit are connections to Language Arts and Social Studies.

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussion.

- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
- L.WF.K.1 Demonstrate command of the conventions of writing.

New Jersey Student Learning Standards: [9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation](#)
[Career Readiness, Life Literacies, and Key Skills NJSLs \(June 2020\)](#)

Career Readiness, Life Literacies, and Key Skills Practices

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Core Ideas

Performance Expectations (Identified with Standard Number and statement)

There are actions an individual can take to help make this world a better place.

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Income is received from work in different ways including regular payments, tips, commissions, and benefits.

9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)

Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools).

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas

Performance Expectations (Identified with Standard Number and Statement)

There are actions an individual can take to help make this world a better place.	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
Evidence of Student Learning	
Performance Tasks/Use of Technology: - Students will view building background video for unit - Students will practice community job names on chromebook - Students will practice unit topics via a match game on Chromebook. - Students will practice unit sight words via viewing of sight word video - Students will practice names of community places using talking flashcards.	Other Assessments Formative - Performance/skill demonstration - Student reflection - Do Now - Exit Slips - Observation - Homework/Classwork - Journals - Quizzes - Discussion/Participation Summative - Reading Unit Test - Key Words Unit Test - Grammar Unit Test - Diagnostic Assessment - Have student retell progress - Teachers observations - SGO Assessment Benchmark - SGO Assessment - State Standardized Assessments (WIDA) - ACCESS Alternative - Ongoing assessment of skills - Anecdotal notes of skills and competencies for each student - Unit Project- Community - Unit Portfolio
Knowledge and Skills	
Enduring Understandings:	Learning Targets:
<i>Students will know:</i> - Communities are places where people live, work, and help one another. - There are different types of communities (such as rural, urban, and suburban), and each has special places and features. - All communities have important places like schools, parks, stores, fire stations, and libraries that help people meet their needs. - People in a community have different roles and jobs that help the community work well. - Jobs in a community are connected to businesses, which provide services or goods	<i>Students will be able to...</i> <u>Speaking and Listening</u> - Students will be able to describe people, places, and events using simple and complete sentences. - Students will be able to ask and answer basic questions to gather and share information. - Students will be able to participate in group discussions by listening respectfully and taking turns speaking. - Students will be able to speak clearly and at

and help people earn money.

- Every job has special tasks and responsibilities, and all jobs are important in helping the community.
- People work to earn money, which helps them buy things they need and want.
- There is a difference between needs (like food, shelter, and clothing) and wants (like toys or treats).
- Communities can have many different cultures, languages, and traditions that make them unique and interesting.
- Even though communities can look and feel different, they also have many things in common.
- Each person, including children, can make a difference in their community by being kind, helpful, and responsible.

an appropriate pace so others can understand them.

- Students will be able to use gestures, facial expressions, and body language to help express meaning.
- Students will be able to use and reuse familiar sentence patterns and key vocabulary in conversations and activities.
- Students will be able to create and describe visual representations (such as drawings or diagrams) to support communication.

Phonological Awareness and Phonics

- Students will be able to identify uppercase and lowercase letters of the alphabet.
- Students will be able to produce the sounds for each letter.
- Students will be able to recognize and distinguish between uppercase and lowercase forms of the same letter.
- Students will begin to blend letter sounds to read simple words and listen for beginning sounds in familiar words.

Grammar and Language Structure

- Students will be able to identify nouns as names of people, places, or things.
- Students will be able to recognize and use singular and plural forms of common nouns.
- Students will begin forming complete sentences using learned vocabulary, grammar structures, and sentence frames.

Reading and Print Concepts

- Students will be able to use illustrations to help understand the meaning of a story or text.
- Students will be able to recognize and follow simple, repeated language patterns in shared reading experiences.
- Students will be able to demonstrate understanding of basic concepts of print, including reading left to right, top to bottom, and recognizing that print carries meaning.

Writing and Early Composition

- Students will be able to recognize, identify, and write their own name using correct letter formation and capitalization.
- Students will be able to draw pictures and add labels to represent people, places, or ideas from the unit.
- Students will be able to write simple captions

	to describe given pictures using unit vocabulary. Students will be able to create simple sentences by applying vocabulary, phonics knowledge, and grammar skills learned in the unit.
Essential Questions:	
- What is a community, and who are the people in it? - What places can we find in a community, and what do they do? - What kinds of jobs do people have in a community, and why are they important? - How do people in a community work together and help each other? - What is money, and why do people earn it? - How are communities the same and different from each other?	
Instructional Plan	
Suggested Activities	Resources
- Review of importance of communities and culture - Similarities and differences within a community help us to appreciate uniqueness - How to engage in informal and academic discussions - Apply the techniques of good writing - Emphasis on grammatical structures and applications - Emphasis on phonological awareness and applications - Review of various jobs and discussion of their importance and function within a community - TPR - dress up and role play of various jobs - Introduction of US coins, bills and their values - How to engage in informal and academic discussions - Review of reading skills to demonstrate comprehension and deeper thinking - Apply the techniques of good writing - Emphasis on grammatical structures and applications - Emphasis on Phonological awareness and applications	- National Geographic Reach program - Learning A-Z - Supplemental Materials - Brainpop - Raz-kids - Interactive whiteboard - Chromebooks - Starfall - Google translate - FUNdations materials - Trade books - Fiction and nonfiction stories - Big Books - TPR - Realia - Extended time - Peer buddies/Bilingual buddies - Brain breaks - Graphic organizers - Fiction and NonFiction stories - Songs and Chants - GoNoodle
Suggested Options for Differentiation	
Accommodations and Modifications: <i>Multilingual Learners</i>	

Students will be supported according to the recommendations for “can do’s” as outlined by WIDA <https://wida.wisc.edu/teach/can-do/descriptors>.

- Bi-lingual buddies
- Build Background knowledge/Vocabulary
- Calendars
- Charts
- Chunking Information
- Color coding
- Flashcards
- Flexible Grouping
- Google translate
- Graphic Organizers
- Graphs
- Manipulatives
- Mind maps
- Mnemonics
- Multi-Sensory Instruction
- Peer Buddies
- Pictures
- Pre-teach vocabulary
- Root words
- Scaffolded Questioning
- Small Group Instruction
- Timelines
- Visualization
- Visuals:
- Word Banks
- Word Walls

Special Education

Support staff will be available to aid students related to IEP specifications. All instructional leaders will also attend to 504 accommodations. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Adjust the pace of lessons
- Allow tests to be taken in a separate room
- Checklist for steps in problems
- Conversation frames
- Flexible Grouping
- Give directions/instructions verbally and in a simple written format.
- Graphic Organizers
- Keep workspaces clear of unrelated materials
- Maintain adequate space between desks
- Modeling
- Multi-Sensory Instruction
- Pre-teaching vocabulary
- Provide extra time to complete assignments.
- Provide peer support for the presentation
- Sentence starters
- Shorten assignments to focus on mastery of key concepts
- Simplified directions
- Technology Integration
- Tiered Activities
- Translation applications

- Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.
- Utilize modifications & accommodations delineated in the student's IEP
- Visual Cues/Models
- Visuals
- Word Banks
- Work with a partner
- Work with paraprofessional
- Writing frames
- Yes/No questions (LEP 1 & 2)

Students with 504 Plans

All instructional leaders will also attend to 504 accommodations. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Flexible Grouping
- Graphic Organizers
- Multi-Sensory Instruction
- Technology Integration
- Tiered Activities
- Visual Cues/Models

Gifted and Talented

Students excelling in mastery of standards will be challenged with complex, high-level challenges related to the complexity of planning and carrying out investigations and analyzing and interpreting data.

- Adjusting the pace of lessons
- Curriculum Compacting
- Flexible Grouping
- Graphic Organizers
- Higher-order thinking skills
- Independent study
- Inquiry-based instruction
- Interest-based content
- Multi-Sensory Instruction
- Real-world scenarios
- Student Driven Instruction
- Technology Integration
- Tiered Activities
- Visual Cues/Models

Students at Risk of School Failure

Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. With consideration to UDL, time may be a factor in overcoming developmental concerns. More time will be made available with a certified instructor to aid students in reaching the standards.

- Adjust for personal space or other behaviors as needed
- Brain Breaks
- Build Background/Vocabulary
- Chunking Information
- Extended Time
- Give directions/instructions verbally
- Gradual Release Model
- Graphic Organizers
- Increase one on one time
- Instructions may be printed in large print and hung up for the student to see during the lesson.
- Manipulatives
- Modified Assignments

- Multi-Sensory Instruction
- Oral prompts can be given
- Peer Buddies
- Peer Support
- Preferential Seating
- Review behavior expectations
- Scaffolded Questioning
- Small Group Instruction
- Teachers may modify instructions by modeling what the student is expected to do
- Technology Integration
- Tiered Activities
- Using visual demonstrations, illustrations, and models
- Visual Cues/Models
- Word Bank

Diversity and Inclusion:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Core Instructional and Supplemental Materials

- Big Books
- Classroom library resources
- FUNdations Materials
- High Frequency Word Books
- Language Song Books
- Practice Master
- Read Together Books
- Talk Together Books
- Teamwork Activities
- Vocabulary Builder Manipulatives

Teachers Note:

OCEAN ACADEMY CHARTER SCHOOL

Overview

Content Area: English Language Learners

Unit Title: Unit 3: Weather, Seasons, & Animals	Duration: 45 days
Grade Level: Kindergarten	
Introduction/Unit Focus: This unit introduces Kindergarten Multilingual Learners (MLs) to the concept of the four seasons: spring, summer, fall, and winter and the different types of weather associated with each season. Students will learn how seasonal changes affect our daily lives, including the types of clothing we wear and activities we do throughout the year. Students will explore common weather patterns such as sunshine, rain, snow, wind, and clouds, and learn to describe these using simple vocabulary. Through engaging stories, songs, and hands-on activities, students will build their understanding of how weather changes with each season. In addition, this unit includes an introduction to animals and their habitats. Students will discover where different animals live and how they adapt to their environments, including seasonal changes that affect animals' behaviors and homes. This connection between weather, seasons, and animals helps students develop a broader awareness of the natural world. Throughout the unit, students will develop language skills in listening, speaking, reading, and writing by participating in interactive lessons, group discussions, and creative projects. Visual supports and real-life connections will make concepts accessible and meaningful for English learners. By the end of this unit, students will be able to identify the four seasons, describe typical weather patterns, understand how seasons influence daily life, and recognize different animals and their habitats.	
Focus Standards (Major Standards)	
Wida: Grades K-12 THE WIDA ELD STANDARDS	Key Language Uses Multilingual Learners Will...
Standard 1: Social and Instructional Language	ELD-SI.K-3.Narrate • Ask questions about what others have shared • Connect stories with images and representations to add meaning • Discuss how stories might end or next steps ELD-SI.K-3.Inform • Describe characteristics, patterns, or behavior • Describe parts and wholes • Sort, clarify, and summarize ideas ELD-SI.K-3.Explain • Follow and describe cycles in diagrams, steps in procedures, or cause and effects • Compare and contrast objects or concepts ELD-SI.K-3.Argue • Defend change in one's own thinking • Revise one's own opinions based on new information
Standard 2: Language for Language Arts	ELD-LA.K.Narrate.Interpretive

	Interpret language arts narratives (with prompting and support) by - identifying key details - identifying characters, settings and major events ELD-LA.K.Narrate.Expressive Construct language arts narratives (with prompting and support) that - Describe story events ELD-LA.K.Inform.Interpretive Interpret informational texts in language arts (with prompting and support) by - asking and answering questions about descriptions of familiar attributes and characteristics - Identifying word choices in relation to topic or content area ELD-LA.K.Inform.Expressive Construct informational texts in language arts (with prompting and support) that - Introduce topic for audience - Describe details and facts
Standard 3: Language for Mathematics	ELD-MA.K.Inform.Expressive Compare/contrast concepts or entities
Standard 4: Language for Science	ELD-SC.K.Inform.Interpretive Interpret scientific informational texts by - Defining or classifying a concept or entity ELD-SC.K.Inform.Expressive - Provide details about an entity ELD-SC.K.Explain.Interpretive - Defining investigable questions or simple design problems based on observations and data about a phenomenon - Using information from observations to find patterns and to explain how or why a phenomenon occurs ELD-SC.K.Explain.Expressive - Describe information from observations about a phenomenon - Relate how a series of events causes something to happen - Compare multiple solutions to a problem
Standard 5: Language for Social Studies	ELD.SS.K.Inform.Interpretive Interpret informational texts in social studies by

- Defining attributes and characteristics in relevant information

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

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Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

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C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

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- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
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Primary Interdisciplinary Connections: Infused within the unit are connections to Language Arts and Social Studies.

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
- L.WF.K.1 Demonstrate command of the conventions of writing.

New Jersey Student Learning Standards: 9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation
Career Readiness, Life Literacies, and Key Skills NJSLs (June 2020)

Career Readiness, Life Literacies, and Key Skills Practices

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This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Core Ideas

Performance Expectations (Identified with Standard Number and statement)

External factors can influence the items that an individual wants or needs.	9.1.2.FP.2: Differentiate between financial wants and needs. • 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society)
Digital tools have a purpose.	9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
Young people can have a positive impact on the natural world in the fight against climate change.	9.4.2.DC.7: Describe actions peers can take to positively impact climate change
New Jersey Student Learning Standards: Computer Science and Design Thinking	
<i>Data can be used to make predictions about the world.</i>	<i>8.1.2.DA.4: Make predictions based on data using charts or graphs.</i>
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.	K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.
Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.	K-ESS2-1: Use and share observations of local weather conditions to describe patterns over time.
Evidence of Student Learning	
Performance Tasks/Use of Technology: - Students will view building background video for unit - Students will practice weather via adventure story on chromebook - Students will practice unit topics via a match game on Chromebook. - Students will practice unit sight words via viewing of sight word video - Students will practice names of animals using talking flashcards.	Other Assessments Formative - Performance/skill demonstration - Student reflection - Do Now - Exit Slips - Observation - Homework/Classwork - Journals - Quizzes - Discussion/Participation Summative - Reading Unit Test - Key Words Unit Test - Grammar Unit Test - Diagnostic Assessment - Have student retell progress - Teachers observations - W-APT - SGO Assessment Benchmark - SGO Assessment - State Standardized Assessments (WIDA/W-APT)

	• ACCESS Alternative • Ongoing assessment of skills • Anecdotal notes of skills and competencies for each student • Unit Project- School • Unit Portfolio
Knowledge and Skills	
Enduring Understandings:	Learning Targets:
<i>Students will know:</i> • There are four seasons in a year, and each season has unique weather patterns. • Different types of weather, such as sun, rain, snow, and wind, happen during the seasons. • The weather in each season influences the clothes we wear and the activities we can do. • People and animals adjust their behaviors and habits to stay safe and comfortable in different weather and seasons. • Animals live in different homes and habitats that help them survive. • Some activities can be enjoyed throughout the year, regardless of the season.	<i>Students will be able to...</i> <u>Speaking and Listening</u> • Students will be able to describe people, places, animals, and weather using simple sentences. • Students will be able to ask and answer questions about topics related to the unit. • Students will be able to participate in group discussions by listening carefully and taking turns to speak. • Students will be able to speak clearly and at a pace that helps others understand them. • Students will be able to use gestures, facial expressions, and body language to support their communication. • Students will be able to use and repeat familiar language patterns and phrases to build confidence. • Students will be able to create and explain pictures or drawings that represent ideas from the unit. <u>Phonological Awareness and Phonics</u> • Students will be able to recognize and name uppercase and lowercase letters of the alphabet. • Students will be able to identify the sounds each letter makes. • Students will be able to differentiate between uppercase and lowercase letters during reading and writing activities. <u>Grammar and Language Structure</u> • Students will be able to identify nouns as names of people, places, animals, and things. • Students will be able to use singular and plural nouns correctly when speaking and writing.

	- Students will be able to create simple sentences using vocabulary and grammar learned in the unit. <u>Reading Skills</u> - Students will be able to use pictures and illustrations to help understand stories and information. - Students will be able to recognize and use repeated language patterns in shared reading. - Students will be able to understand basic concepts of print, including reading direction and the purpose of print. <u>Writing Skills</u> - Students will be able to identify and write their own names with proper letter formation. - Students will be able to draw pictures and add labels to represent ideas or vocabulary from the unit. - Students will be able to write simple captions for pictures using vocabulary from the unit. - Students will be able to compose simple sentences applying vocabulary, phonics, and grammar skills learned in the unit.
Essential Questions:	
- What are the four seasons, and how are they different? - What kinds of weather do we see in each season? - How do the seasons change the clothes we wear and the activities we do? - What are some common weather conditions, and how can we describe them? - Where do different animals live, and how do their homes help them? - How do animals and people adapt to changes in the seasons and weather? - What can we learn from animals?	
Instructional Plan	
Suggested Activities	Resources
They will explore how the seasons affect animals' lives and habitats. - Engagement in informal and academic discussions - Development of reading skills to demonstrate comprehension and deeper thinking - Apply the techniques of good writing - Emphasis on grammatical structures and applications - Emphasis on Phonological awareness and applications	- National Geographic Reach - Learning A-Z - Supplemental Materials - Brainpop - Raz-kids - Interactive whiteboard - Chromebooks - Starfall - Google translate - FUNdations materials - Trade books - Fiction and nonfiction stories

- Big Books
- TPR
- Realia
- Extended time
- Peer buddies/Bilingual buddies
- Brain breaks
- Graphic organizers
- Fiction and NonFiction stories
- Songs and Chants
- GoNoodle

Suggested Options for Differentiation

Accommodations and Modifications:

Multilingual Learners

Students will be supported according to the recommendations for “can do’s” as outlined by WIDA
<https://wida.wisc.edu/teach/can-do/descriptors>.

- Bi-lingual buddies
- Build Background knowledge/Vocabulary
- Calendars
- Charts
- Chunking Information
- Color coding
- Flashcards
- Flexible Grouping
- Google translate
- Graphic Organizers
- Graphs
- Manipulatives
- Mind maps
- Mnemonics
- Multi-Sensory Instruction
- Peer Buddies
- Pictures
- Pre-teach vocabulary
- Root words
- Scaffolded Questioning
- Small Group Instruction
- Timelines
- Visualization
- Visuals:
- Word Banks
- Word Walls

Special Education

Support staff will be available to aid students related to IEP specifications. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Adjust the pace of lessons
- Allow tests to be taken in a separate room
- Checklist for steps in problems
- Conversation frames
- Flexible Grouping

- Give directions/instructions verbally and in a simple written format.
- Graphic Organizers
- Keep workspaces clear of unrelated materials
- Maintain adequate space between desks
- Modeling
- Multi-Sensory Instruction
- Pre-teaching vocabulary
- Provide extra time to complete assignments.
- Provide peer support for the presentation
- Sentence starters
- Shorten assignments to focus on mastery of key concepts
- Simplified directions
- Technology Integration
- Tiered Activities
- Translation applications
- Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.
- Utilize modifications & accommodations delineated in the student's IEP
- Visual Cues/Models
- Visuals
- Word Banks
- Work with a partner
- Work with paraprofessional
- Writing frames
- Yes/No questions (LEP 1 & 2)

Students with 504 Plans

All instructional leaders will also attend to 504 accommodations. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Flexible Grouping
- Graphic Organizers
- Multi-Sensory Instruction
- Technology Integration
- Tiered Activities
- Visual Cues/Models

Gifted and Talented

- Adjusting the pace of lessons
- Curriculum Compacting
- Flexible Grouping
- Graphic Organizers
- Higher-order thinking skills
- Independent study
- Inquiry-based instruction
- Interest-based content
- Multi-Sensory Instruction
- Real-world scenarios
- Student Driven Instruction
- Technology Integration
- Tiered Activities
- Visual Cues/Models

Students at Risk of School Failure

Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental

considerations. More time and will be made available with a certified instructor to aid students in reaching the standards

- Adjust for personal space or other behaviors as needed
- Brain Breaks
- Build Background/Vocabulary
- Chunking Information
- Extended Time
- Give directions/instructions verbally
- Gradual Release Model
- Graphic Organizers
- Increase one on one time
- Instructions may be printed in large print and hung up for the student to see during the lesson.
- Manipulatives
- Modified Assignments
- Multi-Sensory Instruction
- Oral prompts can be given
- Peer Buddies
- Peer Support
- Preferential Seating
- Review behavior expectations
- Scaffolded Questioning
- Small Group Instruction
- Teachers may modify instructions by modeling what the student is expected to do
- Technology Integration
- Tiered Activities
- Using visual demonstrations, illustrations, and models
- Visual Cues/Models
- Word Bank

Diversity and Inclusion:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Core Instructional and Supplemental Materials

- Big Books
- Classroom library resources
- FUNdations Materials
- High Frequency Word Books
- Language Song Books
- Practice Master

- Read Together Books
- Talk Together Books
- Teamwork Activities
- Vocabulary Builder Manipulatives

Teacher Notes:

OCEAN ACADEMY CHARTER SCHOOL

Overview

Content Area: English Language Learners

Unit Title: Unit 4: Farms, Farm Animals & Produce

Duration: 45 days

Grade Level: Kindergarten

Introduction/Unit Focus:

This unit introduces Kindergarten Multilingual Learners (MLs) to the concept of farms and farm life. Students will learn what a farm is, including the different types of animals that live on farms and the crops that farmers grow. They will explore how farms provide important food and resources that help people every day.

Throughout the unit, students will discover the various parts of a farm, such as fields, barns, and pastures, and understand the roles of farmers and farm animals. They will learn about the animals commonly found on farms, such as cows, chickens, pigs, and sheep and how these animals contribute to farm life.

Students will also gain awareness of the crops that grow on farms, including fruits, vegetables, and grains, and why these crops are essential to our diet and economy. Through stories, hands-on activities, and discussions, students will see how farms play a vital role in communities and the world.

Language development is integrated across all lessons, encouraging students to describe farm animals and crops, ask and answer questions, and participate in conversations about farm life. Visual aids, real-life examples, and interactive projects will support English learners in understanding and expressing ideas about farms.

By the end of the unit, students will have a clearer understanding of farms, the animals and plants they support, and the important role farms have in our daily lives.

Focus Standards (Major Standards)

Wida: Grades K-12
THE WIDA ELD STANDARDS

Key Language Uses
Multilingual Learners Will...

Standard 1: Social and Instructional Language

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lives experiences and previous learning.

ELD-SI.K-3.Inform

- Define and classify objects or concepts

	ELD-SI.K-3.Explain - Follow and describe cycles in diagrams, steps in procedures, or causes and effects - Offer ideas and suggestions - Act on feedback to revise understandings of how or why something works ELD-SI.K-3.Argue - Support own opinions with reasons - Clarify and elaborate ideas based on feedback
Standard 2: Language for Language Arts	ELD-LA.K.Narrate.Interpretive Interpret language arts narratives (with prompting and support) by - identifying key details - identifying characters, settings and major events ELD-LA.K.Narrate.Expressive Construct language arts narratives (with prompting and support) that - Describe story events ELD-LA.K.Inform.Interpretive Interpret informational texts in language arts (with prompting and support) by Identifying main topic and key details - asking and answering questions about descriptions of familiar attributes and characteristics. ELD-LA.K.Inform.Expressive Construct informational texts in language arts (with prompting and support) that - Describe details and facts
Standard 3: Language for Mathematics	ELD-MA.K.Inform.Interpretive Interpret mathematical informational texts (with prompting and support) by - Describing quantities and attributes ELD-MA.K.Inform.Expressive Construct mathematical informational texts (with prompting and support) that - Describe a concept or entity
Standard 4: Language for Science	ELD-SC.K.Inform.Interpretive Interpret scientific informational texts by Determining what text is about ELD-SC.K.Inform.Expressive

	Construct scientific informational texts that • Provide details about an entity ELD-SC.K.Explain.Interpretive Interpret scientific explanations by • Relate how a series of events causes something to happen
Standard 5: Language for Social Studies	ELD.SS.K.Inform.Interpretive Interpret informational texts in social studies by. Defining attributes and characteristics in relevant information.

Disciplinary Concepts for the Unit: Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. Standard 8.1 Computer Science Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems. Standard 8.2 Design Thinking Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. Diversity and Inclusion C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion. 4. The instruction shall: (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and	

belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;

(2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and

(3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Primary Interdisciplinary Connections: Infused within the unit are connections to Language Arts and Social Studies.

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
- L.WF.K.1 Demonstrate command of the conventions of writing.

New Jersey Student Learning Standards: 9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation

<u>Career Readiness, Life Literacies, and Key Skills NJSLs (June 2020)</u> Career Readiness, Life Literacies, and Key Skills Practices <i>Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Money comes in different values, forms, and uses	9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u>	
Various tools can improve daily tasks and quality of life.	8.2.2.ITH.3: Identify how technology impacts or improves life. 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
New Jersey Student Learning Standards: <u>Climate Change Mandate</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.	K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.
Plants and animals can change their environment	K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs
Evidence of Student Learning	
Performance Tasks/Use of Technology: - Students will view building background videos associated with the unit. - Students will view a visit to the farm video of farm animal types. - Students will compare adult and baby animals (teacher created slide game). - Farm animals drag and drop labeling game. - Virtual field trip video. - Students will practice unit sight words via viewing of sight word video	Other Assessments Formative - Performance/skill demonstration - Student reflection - Do Now - Exit Slips - Observation - Homework/Classwork - Journals - Quizzes - Discussion/Participation Summative - Reading Unit Test - Key Words Unit Test - Grammar Unit Test - Diagnostic Assessment - Have student retell progress - Teachers observations - SGO Assessment Benchmark

	• SGO Assessment • State Standardized Assessments (WIDA) • ACCESS Alternative • Ongoing assessment of skills • Anecdotal notes of skills and competencies for each student • Unit Project- School • Unit Portfolio
Knowledge and Skills	
Enduring Understandings:	Learning Targets:
<i>Students will know...</i> • Farms are places where people raise animals and grow crops that are important for food and other products. • Different types of animals live on farms, each with unique characteristics and needs to survive. • Farm animals have specific body parts, and they make sounds that help us recognize them. • Baby farm animals look different from adult animals, and it is important to identify both. • Farms provide many types of food that we eat every day, such as milk, eggs, fruits, and vegetables. • Some foods are necessary for our health (needs), while others are treats or extras (wants). • Understanding farm animals and crops helps us appreciate how farms contribute to our daily lives and the world. • Different types of produce come from farms, and knowing what they are helps us make healthy food choices.	<i>Students will be able to..</i> <u>Speaking and Listening</u> • Students will be able to describe people, animals, places, and objects using simple, clear sentences. • Students will be able to ask and answer questions related to the unit topics to share information. • Students will be able to participate in group discussions by listening attentively and speaking when it is their turn. • Students will be able to speak clearly and at an appropriate pace to ensure understanding. • Students will be able to use gestures, facial expressions, and body language to support their communication. • Students will be able to use familiar sentence patterns and vocabulary repeatedly to build fluency. • Students will be able to create and explain drawings or other visual aids to support their ideas. <u>Phonological Awareness and Phonics</u> • Students will be able to identify uppercase and lowercase letters of the alphabet. • Students will be able to recognize and produce the sounds associated with each letter. • Students will be able to differentiate between uppercase and lowercase letters during reading and writing activities. <u>Grammar and Language Structure</u> • Students will be able to identify nouns as names of people, animals, places, and things.

	- Students will be able to use singular and plural nouns correctly in speaking and writing. - Students will be able to form simple sentences using vocabulary and grammar structures learned in the unit. <u>Reading Skills</u> - Students will be able to use pictures and illustrations to help understand stories and informational texts. - Students will be able to recognize and use repeated language patterns during shared reading. - Students will be able to apply basic concepts of print, such as reading left to right and top to bottom, and understanding that print carries meaning. <u>Writing Skills</u> - Students will be able to identify and write their own names with correct letter formation. - Students will be able to draw pictures and add labels to show understanding of unit vocabulary. - Students will be able to write simple captions to describe pictures using vocabulary from the unit. - Students will be able to write simple sentences applying vocabulary, phonics, and grammar skills learned during the unit.
Essential Questions:	
- What is a farm, and what can we find there? - What kinds of animals live on a farm, and how do they look and sound? - How are baby farm animals different from adult animals? - What kinds of food do farms produce, and why are they important? - How do animals and people on a farm depend on each other? - What is the difference between foods we need and foods we want?	
Instructional Plan	
Suggested Activities	Resources
- Virtual field trip to the farm via technology. - Engage in informal academic discussions. - Apply reading strategies to demonstrate comprehension and deeper thinking. - Use journal writing to practice the skill of good writing. - Emphasis on grammatical structures and	- National Geographic Reach program - Learning A-Z - Supplemental Materials - Brainpop - Raz-kids - Interactive whiteboard - Chromebooks - Starfall

applications. ● Emphasis on phonological awareness and applications.	● Google translate ● FUNdations materials ● Trade books ● Fiction and nonfiction stories ● Big Books ● TPR ● Realia ● Extended time ● Peer buddies/Bilingual buddies ● Brain breaks ● Graphic organizers ● Fiction and NonFiction stories ● Songs and Chants ● GoNoodle
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Suggested Options for Differentiation

Accommodations and Modifications:

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Students will be supported according to the recommendations for “can do’s” as outlined by WIDA
<https://wida.wisc.edu/teach/can-do/descriptors>.

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- Root words
- Scaffolded Questioning
- Small Group Instruction
- Timelines
- Visualization
- Visuals:
- Word Banks
- Word Walls

Special Education

Support staff will be available to aid students related to IEP specifications. Physical expectations and

modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

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All instructional leaders will also attend to 504 accommodations. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Flexible Grouping
- Graphic Organizers
- Multi-Sensory Instruction
- Technology Integration
- Tiered Activities
- Visual Cues/Models

Gifted and Talented

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

- Adjusting the pace of lessons
- Curriculum Compacting
- Flexible Grouping
- Graphic Organizers
- Higher-order thinking skills
- Independent study
- Inquiry-based instruction
- Interest-based content

- Multi-Sensory Instruction
- Real-world scenarios
- Student Driven Instruction
- Technology Integration
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- Practice Master
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- Talk Together Books
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