PLANNED INSTRUCTION

A PLANNED COURSE FOR:

English Language Development (ELD)

Curriculum writing committee:
Dominick Bartoli

Grade Level:
Kindergarten

Date of Board Approval: June 2025

Course Weighting: ELD Elementary Grades K-5

Oral Literacy: Listening & Speaking	30%
Written Literacy: Reading & Writing	30%
Knowledge-Based Assessments	20%
Daily Participation	20%

Curriculum Map

Overview:

Course includes individualized instruction and activities based upon the English Learner's (EL) current English proficiency. Students will be classified as Entering (Level 1), Beginning (Level 2), Developing (Level 3), Expanding (Level 4), or Bridging (Level 5). Learning activities focus on four domains: speaking, listening, reading, and writing as students work to acquire social and academic languages. The students' home languages and cultures will be utilized to enhance instruction and build natural links to classroom activities.

Goals:

Please note:

- Language proficiency in listening, speaking, reading, and writing develops at different individual rates due to a variety of factors. It is important to recognize that linguistic complexity, vocabulary usage, and language controls may vary within each proficiency level. The WIDA Can-Do Indicators give information on the language students are able to understand and produce in the classroom at each proficiency level.
- It is essential to have a flexible curriculum map as new students may enroll in the ELD program at different points of the school year.

The WIDA grade level cluster Can Do Descriptors for the four language domains – listening, speaking, reading, and writing, and the five levels of English language proficiency are based on the WIDA English Language Proficiency Standards. The Can Do Descriptors are a sampling of the language expectations of English language learners as they travel along the continuum of English language development. Unlike the strands of model performance indicators that scaffold across levels of language proficiency, the Can Do Descriptors function independently within a given level of language proficiency.

Performance Definitions for the Levels of English Language Proficiency in Grades K-12.

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers
5 Bridging	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 Expanding	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs • oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 Developing	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 Beginning	• general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 Entering	• pictorial or graphic representation of the language of the content areas • words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

See the Can Do Descriptors: Grade Level Cluster PreK-K, 1-2 and 3-5, for the language English Learners can process or produce with visual, graphic or interactive supports for their current English language proficiency level.

Big Ideas:

> The WIDA Can Do Descriptors provide examples of what language learners can do at various stages of English language development in listening, speaking, reading, and writing. The WIDA Can Do Descriptors Key Uses Edition for Grades 2-3, provides

examples of academic language use for four specific communicative purposes. These purposes, referred to as Key Uses, were identified based on reviews of literature and a language analysis of college and career readiness standards:

- **Recount:** To display knowledge or narrate experiences or events. Example tasks for the Key Use of Recount include telling or summarizing stories, producing information reports, and sharing past experiences.
- **Explain:** To clarify the "why" or the "how" of ideas, actions, or phenomena. Example tasks for the Key Use of Explain include describing life cycles, sharing why or how things work, stating causes and effects, and sharing results of experiments.
- **Argue:** To persuade by making claims supported by evidence. Example tasks for the Key Use of Argue include stating preferences or opinions and constructing arguments with evidence.
- **Discuss:** To interact with others to build meaning and share knowledge. Example tasks for the Key Use of Discuss include participating in small and large group activities and projects.

Textbook and Supplemental Resources:

GRADE Kindergarten
Name of Textbook: National Geographic – REACH Level A Volume 1
Textbook ISBN#: 978-1-3371-0335-0
Textbook Publisher & Year of Publication: National Geographic/Cengage Learning 2017

Name of Textbook: National Geographic – REACH Level A Volume 2
Textbook ISBN#: 978-1-3371-0342-8
Textbook Publisher & Year of Publication: National Geographic/Cengage Learning 2017

Supplemental Resources:
- EDGE Online Access
- McGraw-Hill Reading Wonders-Grade K
- Amplify Grade K
- Orton Gillingham Grade K
- UFLI Foundations Grade K

Curriculum Plan

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- It is essential to have a flexible curriculum map as new students may enroll in the ELD program at different points of the school year.

<u>Unit 1:</u> Step Into School

<u>Standard(s):</u> WIDA English Language Development Standards (2020)
Kindergarten: WIDA ELD Standard 1: Social and Instructional Language
Kindergarten: WIDA ELD Standard 2: Language for Language Arts

Anchor(s): Following the progression shown in the WIDA English Language Development Standards, multilingual learners will…

ELD-SI.K-3. Narrate:
- Share ideas about one's own and others' lived experience 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 and concepts
- Describe characteristics, patterns, or behaviors
- Describe parts or wholes
- 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
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue:
- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate on ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

ELD-LA.K. Narrative Interpretive: Interpret language arts narratives (with prompting and support) by
- Identifying key details
- Identifying characters, setting and major events
- Asking and answering questions about unknown words in a text

ELD-LA.K. Narrative 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
- Identifying word choices in relation to topic or content area

ELD-LA.K.Inform.Expressive: Construct informational texts in language arts (with prompting and supports) that
- Introduce topic to audience
- Describe details and facts

Eligible Content:
Understanding of: What happens at School?
- School Activities
- School Environment
- School Tools and Activities
- School Places and Actions

- Recognize High Frequency Words
- Develop Reading Fluency

Objectives:
- Vocabulary & Grammar
    - To recognize and define vocabulary words. (DOK Level 1)
    - To understand and learn common classroom commands and expressions. (DOK Level 1)
    - Students will mimic or gesture songs. (DOK Level 1)
- Reading and Writing
    - To understand main ideas and details within simple stories or passages. (DOK Level 2)
    - Practice and label items in their environment. (DOK Level 1)
- Listening and Speaking
    - Students will practice listening to and following simple verbal instructions. (DOK Level 3)
    - Students will describe details from a short story. (DOK Level 2)
    - Students will answer questions. (DOK Level 1)
- Comprehension and Critical Thinking
    - Students will learn to identify the main idea of a text. (DOK Level 3)
    - Students will match characters and settings in stories. (DOK Level 4)
    - Students will use context clues from the text. (DOK Level 3)

Core Activities and Corresponding Instructional Methods:
- LANGUAGE
    - Language Function: Describe, Give information
    - Listening & Speaking: Participate in a discussion, speak clearly, speak at a right pace, use gestures & expressions
    - Create visual maps
    - Grammar: Singular Nouns
    - Theme Theater: Dramatize Keisha Ann Can!
    - Language Function: Ask & answer questions, give information
    - Phonological Awareness: Identify rhyming words, match initial sounds, identify syllables
    - Grammar: Plural nouns with -s
    - Songs:
        - "Let's Go To School!"
        - "I Use a Pencil"
        - "School Days"
        - "Classroom Fun"
        - "This Wiggly Fish"
        - "This is the Classroom"

- VOCABULARY:
  - Recognize & use Social Studies vocabulary
  - Recognize & use academic vocabulary
  - Recognize & use classroom vocabulary
  - Vocabulary Builder and Manipulatives
- READING:
  - Build comprehension: Use illustrations, plan & monitor
  - Recognize & use high frequency words: a, the, this, is
  - Concepts of Print: Recognize print, holding a book, turning pages & reading left to right
  - Build comprehension: Compare pictures, plan & monitor
  - Recognize & use high frequency words: this, is
  - Phonics: Letter and Sounds: "Mm, Ss, Ff, Hh"
  - Read Aloud(s):
    - "KEISHA ANN CAN!"
    - "Leo the Late Bloomer"
    - "A Great First Day!"
    - "School Places"
    - "My School Map"
  - High Frequency Word Books:
    - "A Tool For School!"
    - "A Great First Day!"
    - "In The Classroom!"
    - "School Tools"
- WRITING:
  - Daily writing: Labels, captions, story map, list, writing fluency, sentences
  - Recognize, plan, draft, revise, edit & publish informational sentences
  - Develop writing fluency
  - Identify labels and title
  - Create sentences
  - Application: Make a school days journal

Assessments:
- Diagnostic:
  - WIDA Screener (when applicable)
  - WIDA ACCESS
- Summative:
  - Oral Language Rubrics
  - Vocabulary Test
  - Concepts of Print Test
  - Reading Test
- Formative:

- Conversations: Engage students in simple conversations using basic phrases (e.g., "Hello," "How are you?").
- Drawing and Labeling
- Picture Matching
- Daily Writing Prompt

Unit 2: My Family and Me

Standard(s): WIDA English Language Development Standards (2020)
Kindergarten: WIDA ELD Standard 1: Social and Instructional Language
Kindergarten: WIDA ELD Standard 2: Language for Language Arts
Kindergarten: WIDA ELD Standard 5: Language for Social Studies

Anchor(s): Following the progression shown in the WIDA English Language Development Standards, multilingual learners will…

ELD-SI.K-3.Narrate:
- Share ideas about one's own and others' lived experience 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 and concepts
- Describe characteristics, patterns or behaviors
- Describe parts or wholes
- 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
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue:
- Ask questions about other's opinions
- Support own opinions with reasons
- Clarify and elaborate on ideas based on feedback
- Defend change in one's own thinking

- Revise one's own opinions based on new information

ELD-LA.K. Narrative Interpretive: Interpret language arts narratives (with prompting and support) by
- Identifying key details
- Identifying characters, setting and major events
- Asking and answering questions about unknown words in a text

ELD-LA.K. Narrative 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
- Identifying word choices in relation to topic or content area

ELD-LA.K.Inform.Expressive: Construct informational texts in language arts (with prompting and supports) that
- Introduce topic to audience
- Describe details and facts

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

Eligible Content:
Understanding of: What do families do together?
- Family Members

- Customs & Traditions
- People in My Family
- Family Life
- Build Comprehension
- Concepts of Print

Objectives:
- Vocabulary & Grammar
  - To recognize and use common vocabulary words. (DOK Level 1)
  - Identify and name family members. (DOK Level 1)
  - Students will use tools to recognize and build vocabulary. (DOK Level 1)
  - Students will identify the first letter of names. (DOK Level 2)
  - Use descriptive adjectives to compare family members. (DOK Level 3)
- Reading and Writing
  - Sequence labeled pictures of family members. (DOK Level 1)
  - Students will draw and label family members. (DOK Level 1)
  - Identify the first letter of own name and/or names of familiar adults and children from a list. (DOK Level 2)
  - Identify the main idea of a short paragraph about family roles and relationships. (DOK Level 3)
  - Write a paragraph describing a family tradition, explaining its significance. (DOK Level 4)
- Listening and Speaking
  - Students will practice listening to and following simple verbal instructions. (DOK Level 1)
  - Students will describe details from a short story. (DOK Level 2)
  - Listen to short stories or conversations about family members and describe them. (DOK Level 3)
  - Describe family members using adjectives. (DOK Level 3)
- Comprehension and Critical Thinking
  - Students will respond to questions about a story with one or two words. (DOK Level 2)
  - Sequence events of a story. (DOK Level 2)
  - Analyze how family members interact in a story or passage. (DOK Level 3)
  - Infer relationships between family members based on a text or story. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:
- LANGUAGE
  - Language Function: Ask for help, ask and answer questions, engage in discussions, express feelings

- o Listening & Speaking: Participate in a discussion, speak clearly, speak at a right pace, use gestures & expressions
- o Find patterns in language, use and reuse
- o Grammar: Adjectives
- o Phonological Awareness: Blend syllables, match initial sounds, blend sounds, count sounds in a word, segment a word into syllables
- o Oral Language Project: Narrative presentation on families
- o Songs:
  - ▪ "My Family"
  - ▪ "Talking It Over"
  - ▪ "We Are a Family"
  - ▪ "The Apple"
- ● VOCABULARY:
  - o Recognize & use Social Studies vocabulary: Family & Food
  - o Recognize & use academic vocabulary: Feelings & Actions
  - o Recognize & use classroom vocabulary
  - o Vocabulary Builder and Manipulatives
- ● READING:
  - o Build comprehension: Main idea and details, classify, determine importance, make predictions, compare photos, organize ideas
  - o Recognize & use high frequency words: who, my, she, he
  - o Concepts of Print: Hold a book and turn pages correctly, read from top to bottom and from left to right, track print from left to right
  - o Phonics: Letter and Sounds: "Tt, Aa, Cc, ", Blending and Decoding: "Short Aa"
  - o Read Aloud(s):
    - ▪ "Dear Juno"
    - ▪ "Gio and His Family"
    - ▪ "All Kinds of Family"
    - ▪ "We Eat Together!"
    - ▪ "My Family"
    - ▪ "Family Feelings"
    - ▪ "A Tasty Treat"
  - o High Frequency Word Books:
    - ▪ "Tab and Her Family"
    - ▪ "My Family"
    - ▪ "Who is This?"
    - ▪ "This is My Family"
    - ▪ "She Can!"
    - ▪ "How Does He Feel?"
- ● WRITING:
  - o Daily writing: Captions, idea web, list, writing fluency, sentences

- Recognize, plan, draft, revise, edit invitations
- Develop writing fluency
- Application: Make a family journal

Assessments:
- Diagnostic:
  - WIDA Screener (when applicable)
  - WIDA ACCESS
- Summative:
  - Oral Language Rubrics
  - Vocabulary Test
  - Concepts of Print Test
  - Reading Test
- Formative:
  - Conversations: Engage students in simple conversations using basic phrases (e.g., "How is your family?," "How are you feeling?").
  - Drawing and Labeling
  - Create invitations
  - Daily Writing Journal

Unit 3: Visit The Farm!

Standard(s): WIDA English Language Development Standards (2020)
Kindergarten: WIDA ELD Standard 1: Social and Instructional Language
Kindergarten: WIDA ELD Standard 2: Language for Language Arts
Kindergarten: WIDA ELD Standard 3: Language for Mathematics
Kindergarten: WIDA ELD Standard 4: Language for Science

Anchor(s): Following the progression shown in the WIDA English Language Development Standards, multilingual learners will…

ELD-SI.K-3.Narrate:
- Share ideas about one's own and others' lived experience 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 and concepts
- Describe characteristics, patterns or behaviors
- Describe parts or wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain:
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- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue:
- Ask questions about other's opinions
- Support own opinions with reasons
- Clarify and elaborate on ideas based on feedback
- Defend change in one's own thinking

- Revise one's own opinions based on new information

ELD-LA.K. Narrative Interpretive: Interpret language arts narratives (with prompting and support) by
- Identifying key details
- Identifying characters, setting and major events
- Asking and answering questions about unknown words in a text

ELD-LA.K. Narrative 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
- Identifying word choices in relation to topic or content area

ELD-LA.K.Inform.Expressive: Construct informational texts in language arts (with prompting and supports) that
- Introduce topic to audience
- Describe details and facts

ELD-MA.K.Inform.Interpretive Interpret mathematical informational texts (with prompting and support) by
- Identifying concept or object
- Describing quantities and attributes

ELD-MA.K.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

ELD-SC.K.Inform.Interpretive Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying a concept or entity

ELD-SC.K.Inform.Expressive Construct scientific informational texts that
- Introduce others to a topic or entity
- Provide details about an entity

ELD-SC.K.Explain.Interpretive Interpret scientific explanations by
- 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 Construct scientific explanations that
- Describe information from observations about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

Eligible Content:
Understanding of: What are farm animals like?
- Animal Characteristics
- Animal Parts
- What Farm Animals Look and Sound Like
- Baby Farm Animals and Body Parts
- Writing Fluency

Objectives:
- Vocabulary & Grammar
  - Introduce and reinforce farm-related terms. (DOK Level 1)
  - Enhancing students' word recognition and usage. (DOK Level 2)
  - Use animal-related vocabulary to describe how an animal's characteristics help it survive on the farm. (DOK Level 3)
  - Develop a short story or description using vocabulary about animals' characteristics to explain their roles on a farm. (DOK Level 4)
- Reading and Writing
  - Students will focus on specific letter sounds and phonetic patterns found in farm-related vocabulary. (DOK Level 1).
  - Provide opportunities for students to practice writing by labeling farm pictures. (DOK Level 1)

- o Compose simple words about farm animals or activities. (DOK Level 2)
- o Compare and contrast the characteristics of different animals in written form. (DOK Level 3)
- o Read and interpret texts about animal body parts and their functions. (DOK Level 2)
- o Write a report or create a chart explaining the function of each body part for different farm animals, supported by evidence from texts. (DOK Level 4)
- ● Listening and Speaking
  - o Encourage students to engage in conversations about farm experiences. (DOK Level 3).
  - o Ask and answer questions related to farm animals. (DOK Level 2)
  - o Participate in group discussions to build oral language skills. (DOK Level 3)
  - o Engage in a discussion or debate on the role of certain animal characteristics in farm life. (DOK Level 4)
  - o Debate the importance of specific body parts in farm life. (DOK Level 5)
- ● Comprehension and Critical Thinking
  - o Develop listening and reading comprehension through stories and discussions centered around farm life. (DOK Level 2)
  - o Enabling students to understand and retell key details. (DOK Level 2).
  - o Make inferences about the relationship between animals' characteristics and their environment. (DOK Level 3)
  - o Evaluate the developmental changes in baby farm animals and discuss how these changes affect farm productivity. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:
- ● LANGUAGE
  - o Language Function: Describe, express likes, ask for and give information, ask and answer questions
  - o Listening & Speaking: Participate in a discussion, speak clearly, speak at a right pace, use gestures & expressions, find patterns in language
  - o Grammar: Action verbs and Verbs of be and have
  - o Phonological Awareness: Isolate initial and final sounds, match initial sounds, blend onset and rime, identify rhyming words
  - o Theme Theater: Dramatize There's a Billy Goat in the Garden
  - o Songs:
    - ▪ "Animals on the Farm"
    - ▪ "Oink! Quack! Moo!"
    - ▪ "I Like Horses!"
    - ▪ "My Dog Can!"
    - ▪ "Which Animal"
- ● VOCABULARY:
  - o Recognize & use Science vocabulary: Farm Vocabulary & Baby Animals

- o Recognize & use academic vocabulary: Describing Words & Animal Parts
- o Recognize & use classroom vocabulary
- o Review and Use words
- ● READING:
  - o Build comprehension: Sequence, classify, visualize, compare folk tales
  - o Recognize & use high frequency words: I, like, what, has
  - o Concepts of Print: Identify words, hold a book right side up, turn pages in the correct order, identify upper-case and lower-case letters, track print from left to right and top to bottom, distinguish a letter from a word
  - o Phonics: Letter and Sounds: "Pp, Ll, Gg, Rr "
  - o Read Aloud(s):
    - ▪ "Jo MacDonald Saw a Pond"
    - ▪ "There's a Billy Goat in the Garden"
    - ▪ "I Like Farm Animals"
    - ▪ "Life on the Farm"
    - ▪ "Meet Farm Animals"
    - ▪ "Tap, Tap"
    - ▪ "Wings and Things"
    - ▪ "Little Bat Plays Ball"
  - o High Frequency Word Books:
    - ▪ "I See"
    - ▪ "The Singing Donkey"
    - ▪ "I Like Animals!"
    - ▪ "What is it?"
    - ▪ "The Farm Has a Horse!"
    - ▪ "Rags"
- ● WRITING:
  - o Daily writing: Captions, sentences, sequence chain, writing fluency
  - o Recognize, plan, draft, revise, publish, share sentences
  - o Develop writing fluency

Assessments:
- ● Diagnostic:
  - o WIDA Screener (when applicable)
  - o WIDA ACCESS
- ● Summative:
  - o Oral Language Rubrics
  - o Vocabulary Test
  - o Concepts of Print Test
  - o Reading Test
- ● Formative:

- Conversations: Engage students in simple conversations using basic phrases (e.g., "Do you have animals?" "What is your favorite animal?").
- Drawing and Labeling
- Classifying Animals
- Create an animal mask
- Counting 1-10

Unit 4: All Kinds of Plants

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- Identifying characters, setting and major events
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ELD-LA.K. Narrative 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
- Identifying word choices in relation to topic or content area

ELD-LA.K.Inform.Expressive: Construct informational texts in language arts (with prompting and supports) that

- Introduce topic to audience
- Describe details and facts

ELD-MA.K.Inform.Interpretive Interpret mathematical informational texts (with prompting and support) by

- Identifying concept or object
- Describing quantities and attributes

ELD-MA.K.Inform.Expressive Construct mathematical informational texts (with prompting and support) that

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- Describe a concept or entity
- Compare/contrast concepts or entities

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ELD-SC.K.Explain.Interpretive Interpret scientific explanations by
- 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 Construct scientific explanations that
- Describe information from observations about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

Eligible Content:
Understanding of: How are plants alike and different?
- Plant Parts
- Environment
- Fruits and Vegetables
- In the Garden
- Writing Fluency

Objectives:
- Vocabulary & Grammar
  o Identify and name different types of plants. (DOK Level 1)
  o Identify and label basic plant parts. (DOK Level 1)
  o Listen to descriptions of plants and explain why certain plants are different based on their environment. (DOK Level 2)
  o Compare how plants are adapted to different environments and discuss their survival strategies. (DOK Level 3)
  o Engage in a debate on the importance of specific plant adaptations in different environments. (DOK Level 4)
- Reading and Writing
  o Sort plants by categories. (DOK Level 2).
  o Count and classify plant parts by their functions. (DOK Level 2).

- o Read a longer text about plants and analyze how plants in different environments have adapted to their surroundings. (DOK Level 3)
      - o Write a detailed paragraph or short essay on how plants adapt to different environments. (DOK Level 3)
      - o Write a report or project explaining how plants in various environments survive and grow. (DOK Level 4)
- Listening and Speaking
      - o Use comparative sentences to describe plants. (DOK Level 2).
      - o Use simple sentences to describe plant parts. (DOK Level 2).
      - o Discuss how farmers care for the environment. (DOK Level 2).
      - o Listen to a more detailed explanation about plants and explain how plants adapt to their surroundings. (DOK Level 3).
      - o Discuss how different plant parts help them survive in diverse environments. (DOK Level 4)
- Comprehension and Critical Thinking
      - o Recognize similarities and differences between plants. (DOK Level 1)
      - o Recognize the names of common farm plants. (DOK Level 1)
      - o Understand the function of each plant part. (DOK Level 2)
      - o Sequence the steps of how a plant grows. (DOK Level 3)
      - o Sort fruits and vegetables by color, shape, or size. (DOK Level 2)
      - o Distinguish between fruits and vegetables. (DOK Level 1)
      - o Use positional words to describe garden scenes. (DOK Level 3)
      - o Analyze the reasons for differences between plants in various environments. (DOK Level 3)
      - o Compare and contrast different plants' adaptations to their environments. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:
- LANGUAGE
      - o Language Function: Express needs, describe, express ideas, give and carry out commands
      - o Listening & Speaking: Participate in discussion, speak clearly, speak at the right pace, use gestures and expressions
      - o How to Learn Language: Find patterns in language
      - o Grammar: Pronouns I, you, he, she, it, we you, they
      - o Phonological Awareness: Match initial sounds, blend sounds, count sounds in words, match and isolate initial sounds, isolate final sounds
      - o Theme Theater: Dramatize Sofia and the Sunflower
      - o Songs:
            - ▪ "What Plants Need!"
            - ▪ "Melons and Peaches"
            - ▪ "To Market"
            - ▪ "Melons and Peaches"

- ▪ "Veggie Garden"
- ● VOCABULARY:
  - o Recognize & use Science vocabulary: Plants
  - o Recognize & use academic vocabulary: Actions
  - o Recognize & use classroom vocabulary
  - o Review and Use words
- ● READING:
  - o Build comprehension: Cause and effect, classify, make inferences, compare fairy tales, main idea and details, make inferences
  - o Recognize & use high frequency words: and, it, you, can
  - o Concepts of Print: Distinguish printed letters and words, track print from left to right and top to bottom
  - o Phonics: Letter and Sounds: "Ee, sort e, Dd, Kk"
  - o Read Aloud(s):
    - ▪ "Sofia and the Sunflower"
    - ▪ "What Grows in the Garden?"
    - ▪ "Plant Parts"
    - ▪ "Pick a Plant!"
    - ▪ "Princess Petunia and the Pea"
    - ▪ "Let's Grow!"
    - ▪ "Cinder-Maid and the Oak Tree"
  - o High Frequency Word Books:
    - ▪ "Apples and Beans!"
    - ▪ "It Is My Plant!"
- ● WRITING:
  - o Daily writing: Captions, sentences, cause and effect chart, list, writing fluency
  - o Recognize, plan, draft, revise and edit a story, publish and share a story, writing fluency, sentences
  - o Develop writing fluency
  - o Create sentences

Assessments:
- ● Diagnostic:
  - o WIDA Screener (when applicable)
  - o WIDA ACCESS
- ● Summative:
  - o Oral Language Rubrics
  - o Vocabulary Test
  - o Comprehension Test
  - o Reading Test
- ● Formative:

- o Conversations: Engage students in simple conversations using basic phrases (e.g., "What can you grow?" "What is your favorite vegetable?").
- o Drawing and Labeling
- o Classifying Plants
- o Create a concept map
- o Retell the fairy tale

Unit 5: Wind, Rain, and Snow

Standard(s): WIDA English Language Development Standards (2020)
Kindergarten: WIDA ELD Standard 1: Social and Instructional Language
Kindergarten: WIDA ELD Standard 2: Language for Language Arts
Kindergarten: WIDA ELD Standard 4: Language for Science

Anchor(s): Following the progression shown in the WIDA English Language Development Standards, multilingual learners will…

ELD-SI.K-3.Narrate:
- Share ideas about one's own and others' lived experience 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 and concepts
- Describe characteristics, patterns or behaviors
- Describe parts or wholes
- 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
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue:
- Ask questions about other's opinions
- Support own opinions with reasons
- Clarify and elaborate on ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

ELD-LA.K. Narrative Interpretive: Interpret language arts narratives (with prompting and support) by
- Identifying key details
- Identifying characters, setting and major events
- Asking and answering questions about unknown words in a text

ELD-LA.K. Narrative 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
- Identifying word choices in relation to topic or content area

ELD-LA.K.Inform.Expressive: Construct informational texts in language arts (with prompting and supports) that
- Introduce topic to audience
- Describe details and facts

ELD-SC.K.Inform.Interpretive Interpret scientific informational texts by
- Determining what text is about
- Defining or classifying a concept or entity

ELD-SC.K.Inform.Expressive Construct scientific informational texts that
- Introduce others to a topic or entity
- Provide details about an entity

ELD-SC.K.Explain.Interpretive Interpret scientific explanations by
- 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 Construct scientific explanations that
- Describe information from observations about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

Eligible Content:
Understanding of: What happens in each season?
- Weather
- Seasons
- Dress for the Weather
- Sense the Seasons
- Writing Fluency

Objectives:
- Vocabulary & Grammar
  - Identify and define weather-related vocabulary such as wind, rain, snow, sunny, cloudy, storm, and temperature. (DOK Level 1)
  - Use adjectives to describe different weather conditions. (DOK Level 2)
  - Learn terms related to weather changes, such as forecast, temperature, and season. (DOK Level 1)
  - Write about clothing and items associated with various weather conditions. (DOK Level 3)
  - Compare different weather conditions and use appropriate vocabulary to describe them. (DOK Level 4)
- Reading and Writing
  - Recognize and read common weather-related words in simple texts. (DOK Level 1)
  - Compose simple sentences or draw pictures describing the day's weather. (DOK Level 2)
  - Record daily weather observations using symbols or words in a weather journal. (DOK Level 1)
  - Analyze how different weather conditions are described in a text. (DOK Level 3)
  - Compare two different weather-related passages and identify similarities and differences. (DOK Level 4)
- Listening and Speaking

- Listen to and comprehend stories or information about various weather conditions. (DOK Level 1)
- Discuss personal experiences related to different types of weather, using appropriate vocabulary. (DOK Level 2)
- Listen to weather forecasts and identify key information about upcoming weather. (DOK Level 2)
- Share observations about weather with peers. (DOK Level 2)
- Listen to stories or discussions about preparing for different weather scenarios. (DOK Level 1)
- Role-play scenarios where they choose appropriate clothing or actions based on the weather. (DOK Level 3)
- Listen to descriptions or stories about seasonal changes and associated weather patterns. (DOK Level 2)
- Discuss personal experiences and preferences related to different seasons and their weather. (DOK Level 3)
- Comprehension and Critical Thinking
  - Recognize similarities and differences between weather conditions. (DOK Level 1)
  - Compare and contrast different weather conditions and their effects on daily activities. (DOK Level 2)
  - Recognize basic patterns in weather changes. (DOK Level 1)
  - Explain why certain clothing or actions are appropriate for specific weather conditions. (DOK Level 3)

Core Activities and Corresponding Instructional Methods:
- LANGUAGE
  - Language Function: Give information, give commands, express likes
  - Listening & Speaking: Participate in discussion, speak clearly, speak at the right pace, use gestures and expressions
  - How to Learn Language: Relate to personal experience
  - Grammar: Statements, exclamations, commands, questions
  - Phonological Awareness: Match initial and isolate sounds, isolate final sounds, medial sounds, blend sounds, count the sounds in a word
  - Oral Language Project: Informational Presentation About Every Season
  - Songs:
    - "What Plants Need!"
    - "Sunny Days"
    - "Hello, Sunshine!"
    - "Wrap Him Up Tight!"
- VOCABULARY:
  - Recognize & use Science vocabulary: Clothing & Weather Words
  - Recognize & use academic vocabulary: Seasons & Sense Words
  - Recognize & use classroom vocabulary
  - Review and use words

- READING:
  - Build comprehension: Interpret Visuals, make connections, compare photo essays, classify, make connections
  - Recognize & use high frequency words: give, him, do, too
  - Concepts of Print: Identify words and spaces, recognize words and letters, demonstrate awareness of word boundaries, identify where a story begins and ends, hold a book right side up, track print from left to right and top to bottom, recognize that sentences are comprised of words and spaces
  - Phonics: Letter and Sounds: Nn, Vv, Oo, short o
  - Read Aloud(s):
    - "Every Season"
    - "What will He Wear?
    - "Bundle Up!"
    - "Our Seasons"
    - "The Nap"
    - "The Red Van"
  - High Frequency Word Books:
    - "Bears and the Seasons"
    - "Give Him a Jacket!"
    - "Share with Him!"
    - "Sunny Days"
- WRITING:
  - Daily writing: Sentences, interpret visuals map, writing fluency
  - Recognize, plan, draft, revise and edit a poem, publish and share a poem, writing fluency
  - Develop writing fluency
  - Create sentences

Assessments:
- Diagnostic:
  - WIDA Screener (when applicable)
  - WIDA ACCESS
- Summative:
  - Oral Language Rubrics
  - Vocabulary Test
  - Comprehension Test
  - Reading Test
- Formative:
  - Conversations: Engage students in simple conversations using basic phrases (e.g., "What season is it?" "What is your favorite season?").
  - Drawing and Labeling
  - Classifying seasons
  - Create a poem

Unit 6: It's Our Town

<u>Standard(s):</u> WIDA English Language Development Standards (2020)
Kindergarten: WIDA ELD Standard 1: Social and Instructional Language
Kindergarten: WIDA ELD Standard 2: Language for Language Arts
Kindergarten: WIDA ELD Standard 4: Language for Social Studies

Anchor(s): Following the progression shown in the WIDA English Language Development Standards, multilingual learners will…

ELD-SI.K-3.Narrate:
- Share ideas about one's own and others' lived experience 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 and concepts
- Describe characteristics, patterns or behaviors
- Describe parts or wholes
- 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
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue:
- Ask questions about other's opinions
- Support own opinions with reasons
- Clarify and elaborate on ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

ELD-LA.K. Narrative Interpretive: Interpret language arts narratives (with prompting and support) by
- Identifying key details
- Identifying characters, setting and major events
- Asking and answering questions about unknown words in a text

ELD-LA.K. Narrative 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
- Identifying word choices in relation to topic or content area

ELD-LA.K.Inform.Expressive: Construct informational texts in language arts (with prompting and supports) that
- Introduce topic to audience
- Describe details and facts

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

Eligible Content:
Understanding of: How are communities different?
- Community
- Culture
- Community Places

- Living in a Community
- Writing Fluency

Objectives:
- Vocabulary & Grammar
  - Recognize and define vocabulary related to towns and communities. (DOK Level 1)
  - Use nouns and verbs to describe locations and activities in a town. (DOK Level 2)
  - Identify and define vocabulary related to jobs. (DOK Level 1)
  - Use action words to describe what people do in different jobs. (DOK Level 2)
  - Identify and define words related to community helpers. (DOK Level 1)
  - Use simple sentences to describe the actions of community helpers. (DOK Level 2)
  - Identify and define places in a town. (DOK Level 1)
  - Use simple descriptive words. (DOK Level 3)
- Reading and Writing
  - Identify and read words related to places in the town. (DOK Level 1)
  - Draw or write simple sentences describing places in their town. (DOK Level 2)
  - Recognize and read simple sentences about jobs. (DOK Level 2)
  - Write or dictate simple sentences about different jobs. (DOK Level 3)
  - Read stories or descriptions about community helpers. (DOK Level 2)
  - Match pictures to words representing places in a town. (DOK Level 1)
  - Write or draw about a favorite place in their town. (DOK Level 2)
- Listening and Speaking
  - Listen to descriptions of different places in town and identify them. (DOK Level 1)
  - Discuss favorite places in their town. (DOK Level 2)
  - Listen to descriptions of jobs in the community and identify the job roles. (DOK Level 1)
  - Discuss jobs in their community and how they help people. (DOK Level 2)
  - Share personal experiences or examples of community helpers. (DOK Level 3)
  - Listen to descriptions of different places in town and identify the correct place. (DOK Level 1)
  - Talk about different places in their town and what they do there. (DOK Level 2)
- Comprehension and Critical Thinking
  - Identify and understand the roles of different places in a town. (DOK Level 1)
  - Compare and contrast different places in the town and their purposes. (DOK Level 2)

- Understand and recall basic job roles and their responsibilities. (DOK Level 2)
- Compare different jobs and discuss how each contributes to the community. (DOK Level 3)
- Understand the importance of community helpers in a town. (DOK Level 1)
- Identify different places in town and describe what happens there. (DOK Level 2)
- Discuss the importance of different places in the community and how they help people. (DOK Level 2)

Core Activities and Corresponding Instructional Methods:
- LANGUAGE
  - Language Function: Give commands, explain, ask for and give directions, ask for and give information
  - Listening & Speaking: Participate in discussion, speak clearly, speak at the right pace, use gestures and expressions
  - How to Learn Language: Use and reuse, review and rehearse
  - Grammar: Regular past tense, irregular past tense
  - Phonological Awareness: Match initial and isolate sounds, generate rhyming words, segment a word into sounds, isolate medial sounds
  - Theme Theater: Dramatize City Cat, Country Cat
  - Songs:
    - "The Market"
    - "Rice and Beans"
    - "Where is the store?"
    - "At the Crosswalk"
- VOCABULARY:
  - Recognize & use Social Studies vocabulary: Shopping List Words, Community Places, & Safety Words
  - Recognize & use academic vocabulary: Position Words
  - Recognize & use classroom vocabulary
  - Review and Use words
- READING:
  - Build comprehension: Compare characters, organize ideas, make connections, compare fables, organize information
  - Recognize & use high frequency words: get, her, where, no
  - Concepts of Print: Recognize words, identify word boundaries, hold a book right side up, identify uppercase and lowercase letters, identify capitalization and end punctuation
  - Phonics: Letter and Sounds: Jj, Bb, Ww, Ii, short i
  - Read Aloud(s):
    - "Mattland"

- ▪ "City Cat, Country Cat"
- ▪ "Let's Go To The Store"
- ▪ "Places Around Town"
- ▪ "Race Day"
- o High Frequency Word Books:
  - ▪ "Fox and Crow"
  - ▪ "I Get Food"
  - ▪ "Community Places"
  - ▪ "Where is my dog?"
  - ▪ "Where is he?"
  - ▪ "Dog and I"
  - ▪ "The Toss"
  - ▪ "This is her day"
  - ▪ "Is Sam Home?"
  - ▪ "Dog Can Hop"
- ● WRITING:
  - o Daily writing: Sentences, Venn diagram, writing fluency
  - o Recognize a letter, plan, draft, revise and edit a letter, publish and share a letter, writing fluency
  - o Develop writing fluency
  - o Create sentences

Assessments:
- ● Diagnostic:
  - o WIDA Screener (when applicable)
  - o WIDA ACCESS
- ● Summative:
  - o Oral Language Rubrics
  - o Vocabulary Test
  - o Comprehension Test
  - o Reading Test
- ● Formative:
  - o Conversations: Engage students in simple conversations using basic phrases (e.g., "What is a community?" "What is in your community?").
  - o Drawing and Labeling
  - o Classifying communities and members
  - o Create a letter

Unit 7: On the Job

Standard(s): WIDA English Language Development Standards (2020)
Kindergarten: WIDA ELD Standard 1: Social and Instructional Language
Kindergarten: WIDA ELD Standard 2: Language for Language Arts
Kindergarten: WIDA ELD Standard 3: Language for Mathematics
Kindergarten: WIDA ELD Standard 3: Language for Social Studies

Anchor(s): Following the progression shown in the WIDA English Language Development Standards, multilingual learners will…

ELD-SI.K-3.Narrate:
- Share ideas about one's own and others' lived experience 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 and concepts
- Describe characteristics, patterns or behaviors
- Describe parts or wholes
- 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
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue:
- Ask questions about other's opinions
- Support own opinions with reasons
- Clarify and elaborate on ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

ELD-LA.K. Narrative Interpretive: Interpret language arts narratives (with prompting and support) by
- Identifying key details
- Identifying characters, setting and major events
- Asking and answering questions about unknown words in a text

ELD-LA.K. Narrative 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
- Identifying word choices in relation to topic or content area

ELD-LA.K.Inform.Expressive: Construct informational texts in language arts (with prompting and supports) that
- Introduce topic to audience
- Describe details and facts

ELD-MA.K.Inform.Interpretive Interpret mathematical informational texts (with prompting and support) by
- Identifying concept or object
- Describing quantities and attributes

ELD-MA.K.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

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

Eligible Content:
Understanding of: What jobs can people do?

- Types of Jobs
- The Importance of Jobs
- Jobs in the Community
- A Day on the Job
- Writing Fluency

Objectives:

- Vocabulary & Grammar
  - Recognize and define vocabulary related to jobs and occupations. (DOK Level 1)
  - Use action verbs to describe what people do at their jobs. (DOK Level 2)
  - Identify and define vocabulary related to tools and equipment used in jobs. (DOK Level 1)
  - Use job-related vocabulary in simple sentences. (DOK Level 2)
  - Identify and define words related to community workers. (DOK Level 1)
  - Use descriptive sentences to explain what community workers do. (DOK Level 2)
  - Use action verbs to describe how workers solve problems. (DOK Level 3)
- Reading and Writing
  - Identify and read words related to jobs in simple sentences or texts. (DOK Level 1)
  - Write or dictate short sentences describing different jobs. (DOK Level 2)
  - Match tools to their corresponding jobs in simple texts or activities. (DOK Level 1)
  - Write or dictate short sentences about tools and their uses. (DOK Level 3)
  - Read simple sentences or texts about community workers. (DOK Level 2)
  - Write or dictate short sentences about what community workers do. (DOK Level 3)
  - Read simple texts or sentences about workers solving problems. (DOK Level 2)
- Listening and Speaking

- o Listen to job descriptions and identify the occupation. (DOK Level 1)
- o Discuss familiar jobs and describe what people do. (DOK Level 2)
- o Listen to descriptions of tools and identify their purpose. (DOK Level 1)
- o Talk about how different tools help people do their jobs. (DOK Level 2)
- o Listen to stories or descriptions about community workers and identify their roles. (DOK Level 1)
- o Share experiences or talk about community workers they know. (DOK Level 2)
- o Listen to stories about workers solving problems and identify the solutions. (DOK Level 1)
- o Discuss ways workers solve problems in their jobs. (DOK Level 2)
- ● Comprehension and Critical Thinking
  - o Identify common job roles and their responsibilities. (DOK Level 1)
  - o Compare and contrast different jobs by their purpose. (DOK Level 2)
  - o Identify the tools that belong to specific jobs. (DOK Level 1)
  - o Explain why certain tools are important for specific jobs. (DOK Level 2)
  - o Understand the basic responsibilities of community workers. (DOK Level 1)
  - o Compare and explain how different community workers help people. (DOK Level 2)
  - o Recognize how different jobs require problem-solving skills. (DOK Level 1)
  - o Explain how workers solve problems and why their work is important. (DOK Level 3)

Core Activities and Corresponding Instructional Methods:
- ● LANGUAGE
  - o Language Function: Describe actions, express ideas, express feelings, express wants
  - o Listening & Speaking: Participate in discussion, speak clearly, speak at the right pace, use gestures and expressions
  - o How to Learn Language: Find patterns in language, Relate to personal experience
  - o Grammar: Future tense with will, am, is, are, going to
  - o Phonological Awareness: Blend Sounds, segment a word into sounds, isolate initial and final sounds, match and isolate initial sounds, manipulate sounds, match initial sounds
  - o Theme Theater: Role-Play Career Day
  - o Songs:
    - ▪ "Our Teacher"
    - ▪ "Great Jobs"
    - ▪ "When I Grow Up"
    - ▪ "My Future"
    - ▪ "Great Jobs"

- VOCABULARY:
  - Recognize & use Social Studies vocabulary: Kinds of Jobs, Places to Work & Money Words
  - Recognize & use academic vocabulary: Job Actions
  - Recognize & use classroom vocabulary
  - Review and Use words
- READING:
  - Build comprehension: Classify, classify jobs and places, ask questions, make predictions, compare media, organize ideas
  - Recognize & use high frequency words: goes, to, want, be
  - Concepts of Print: Identify uppercase and lowercase letters, identify parts of a book
  - Phonics: Letter and Sounds: Ii, Zz, Yy, Qq
  - Read Aloud(s):
    - "My Abuelita"
    - "Career Day"
    - "Jobs in Our Community"
    - "Jobs People Do"
    - "What Will I Be?"
    - "All Kinds of Jobs"
    - "Zig Zig Pig"
    - "Help Wanted"
  - High Frequency Word Books:
    - "Sam and Mom at Work"
    - "My Teacher Goes Here"
    - "I Want To Do That"
    - "They Go To Work"
    - "What Will We Be?"
    - "Pig in a Jam"
- WRITING:
  - Daily writing: Sentences, Captions, T-Chart, writing fluency
  - Recognize a fact book, plan, draft, revise, edit, publish, and share a draft book, writing fluency
  - Develop writing fluency
  - Create sentences

Assessments:
- Diagnostic:
  - WIDA Screener (when applicable)
  - WIDA ACCESS
- Summative:
  - Oral Language Rubrics

- o Vocabulary Test
- o Comprehension Test
- o Reading Test
- Formative:
  - o Conversations: Engage students in simple conversations using basic phrases (e.g., "What is a job?" "What jobs do you have in your community?").
  - o Drawing and Labeling
  - o Classifying communities and jobs
  - o Create a fact book

Unit 8: Sun, Moon, Stars Above

Standard(s): WIDA English Language Development Standards (2020)
Kindergarten: WIDA ELD Standard 1: Social and Instructional Language
Kindergarten: WIDA ELD Standard 2: Language for Language Arts
Kindergarten: WIDA ELD Standard 4: Language for Science

Anchor(s): Following the progression shown in the WIDA English Language Development Standards, multilingual learners will…

ELD-SI.K-3.Narrate:
- Share ideas about one's own and others' lived experience 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 and concepts
- Describe characteristics, patterns or behaviors
- Describe parts or wholes
- 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
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue:
- Ask questions about other's opinions
- Support own opinions with reasons
- Clarify and elaborate on ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

ELD-LA.K. Narrative Interpretive: Interpret language arts narratives (with prompting and support) by
- Identifying key details
- Identifying characters, setting and major events
- Asking and answering questions about unknown words in a text

ELD-LA.K. Narrative 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
- Identifying word choices in relation to topic or content area

ELD-LA.K.Inform.Expressive: Construct informational texts in language arts (with prompting and supports) that
- Introduce topic to audience
- Describe details and facts

ELD-SC.K.Inform.Interpretive Interpret scientific informational texts by
- Determining what text is about
- Defining or classifying a concept or entity

ELD-SC.K.Inform.Expressive Construct scientific informational texts that
- Introduce others to a topic or entity
- Provide details about an entity

ELD-SC.K.Explain.Interpretive Interpret scientific explanations by
- 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 Construct scientific explanations that
- Describe information from observations about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

Eligible Content:
Understanding of: What is in the sky?
- Objects in the Sky
- Observation of the Sky
- Up in the Sky
- What the Sky Looks Like
- Writing Fluency

Objectives:
- Vocabulary & Grammar
  - Identify and define vocabulary related to objects in the sky. (DOK Level 1)
  - Use descriptive words to talk about sky objects. (DOK Level 2)
  - Identify and define words related to observing the sky. (DOK Level 1)
  - Use action words in simple sentences to describe sky observations. (DOK Level 2)
  - Identify and define words related to things up in the sky. (DOK Level 1)
  - Use descriptive sentences to talk about what they see up in the sky. (DOK Level 2)
  - Identify and define words describing the appearance of the sky. (DOK Level 1)
  - Use descriptive words to talk about how the sky looks at different times. (DOK Level 2)
- Reading and Writing
  - Read simple sentences or texts describing objects in the sky. (DOK Level 1)
  - Write or dictate short sentences describing sky objects. (DOK Level 2)
  - Write a short, structured paragraph describing multiple sky objects and how they appear at different times. (DOK Level 3)
  - Write a comparison of two sky objects, including descriptive details and their differences. (DOK Level 4)
  - Write a creative story or poem describing what the sky looks like at different times of the day, using sensory details and imaginative language. (DOK Level 5)
- Listening and Speaking
  - Listen to descriptions of sky objects and identify them. (DOK Level 1)
  - Discuss and describe sky objects they have seen. (DOK Level 2)

- o Respond to simple yes/no or either/or questions about sky objects. (DOK Level 1)
  - o Explain how sky objects appear and change over time in their own words. (DOK Level 3)
  - o Compare and contrast sky objects with supporting details. (DOK Level 4)
  - o Present a short oral report or description about their favorite sky object, using descriptive language and some scientific details. (DOK Level 5)
- ● Comprehension and Critical Thinking
  - o Identify and name different objects in the sky. (DOK Level 1)
  - o Recognize basic features of sky objects. (DOK Level 1)
  - o Compare and contrast sky objects. (DOK Level 2)
  - o Sort or classify sky objects into groups. (DOK Level 2)
  - o Explain how sky objects change over time. (DOK Level 3)
  - o Use cause-and-effect reasoning to explain sky-related observations. (DOK Level 4)
  - o Make predictions about what they might see in the sky based on the time of day. (DOK Level 5)

Core Activities and Corresponding Instructional Methods:
- ● LANGUAGE
  - o Language Function: Engage in conversation, Explain/Make Comparisons, Express Likes and Dislikes, and Describe
  - o Listening & Speaking: Participate in discussion, speak clearly, speak at the right pace, use gestures and expressions
  - o How to Learn Language: Review and Rehearse, Use nonverbal cues
  - o Grammar: Prepositions - in, on, under, above, between, beside
  - o Phonological Awareness: Match and isolate final sounds, manipulate sounds, match and isolate initial sounds, blend sounds, segment a word into sounds
  - o Theme Theater: Dramatize The Night Is Singing
  - o Songs:
    - ▪ "The Full Moon"
    - ▪ "Dark Nights and Light Days"
    - ▪ "Stormy Days"
    - ▪ "It Is Night"
    - ▪ "Bells Are Ringing"
- ● VOCABULARY:
  - o Recognize & use Science vocabulary: Objects in the sky, Time
  - o Recognize & use academic vocabulary: Actions & Describing Words
  - o Recognize & use classroom vocabulary
  - o Review and Use words
- ● READING:

- o Build comprehension: Identify rhyme and rhythm, categorize, make connections, compare lullabies, main idea and details
- o Recognize & use high frequency words: see, but, they, are
- o Concepts of Print: Identify uppercase and lowercase letters, recognize one-to-one correspondence between a spoken word and a printed word, identify parts of a book, match spoken and printed words
- o Phonics: Letter and Sounds: Xx, Uu, Mm,
- o Read Aloud(s):
  - ▪ "The Contest Between the Sun and the Wind"
  - ▪ The Night Is Singing"
  - ▪ "What Do You See?"
  - ▪ "Morning, Noon, and Night"
  - ▪ "Up in the Sky"
  - ▪ "Baby Mouse Goes To Bed"
  - ▪ "Look Up"
- o High Frequency Word Books:
  - ▪ "Morning and Night"
  - ▪ "I See The Sky"
- ● WRITING:
  - o Daily writing: Sentences, Captions, rhyming words, writing fluency
  - o Recognize a story, plan, draft, revise, edit, publish, and share a story, writing fluency
  - o Develop writing fluency
  - o Create sentences

Assessments:
- ● Diagnostic:
  - o WIDA Screener (when applicable)
  - o WIDA ACCESS
- ● Summative:
  - o Oral Language Rubrics
  - o Vocabulary Test
  - o Comprehension Test
  - o Reading Test
- ● Formative:
  - o Conversations: Engage students in simple conversations using basic phrases (e.g., "What is the sky?" "What do you see in the sky?").
  - o Drawing and Labeling
  - o Classifying the sky
  - o Create a story