

TOWNSHIP OF UNION PUBLIC SCHOOLS



ESL Port-of-Entry Grades K-5

Curriculum Guide

Curriculum Guide Re Approved December 2018



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Assistant Superintendent.....Ms. Ann Moses
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ESL Port-Of-Entry Grades K-5

Curriculum Committee Members

**Amy Elzahaby
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Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

This course has been designed to aid students who are beginning to acquire English, aimed to advance their speech production and emergent levels of literacy. In addition, an appreciation of various cultures and critical thinking are emphasized.

ESL (English as a Second Language Program) is a pull-out program. The ELL (English Language Learner) is pulled out of the regular classroom for special instruction in ESL for the minimum of 60 minutes daily.

This guide has been created to assist port-of-entry (POE) students in acquiring English language proficiencies as outlined by the WIDA Standards. The guide consists of daily content and language objectives in the following areas: listening, speaking, reading, and writing. Lessons are based on Scholastic Zip Zoom English, an interactive learning program using technology and differentiated practice.

Recommended Textbooks

Scholastic Zip Zoom English

Supplemental Book List:

Animals

Animals Should Definitely Not Wear Clothing

The Grouchy Ladybug

Color Zoo

The Alphabet in Nature

Once Upon MacDonald's Farm

Animals Born Alive Well

Chickens Aren't the Only Ones

How the Camel Got His Hump

The Tiger Who Lost His Stripes

Welcome to the Greenhouse

The Mitten

J. Barrett

E. Carle

L. Ehler

J. Feldman

S. Gammell

R. Heller

R. Heller

R. Kipling

A. Paul

J. Yolen

J. Brett

Baths

To Bathe a Boa

Harry the Dirty Dog

No More Baths

C. I. Kidrna

G. Zion

B. Cole

Body

The Magic School Bus Inside the Human Body
Goodness Gracious!
The Dancing Skeleton

J. Cole
P. Cummings
C. DeFelice

Cause and Effect

The Bee Tree
If You Give a Mouse a Cookie
If You Give a Pig a Pancake
If You Give a Moose a Muffin
If You Take a Mouse to School

P. Polacco
L. Numeroff
L. Numeroff
L. Numeroff
L. Numeroff

Circus

Circus
Chester the Worldly Pig

L. Ehlert
B. Peet

Classification/Sorting

Allsorts
Hats, Hats, Hats
A House Is A House For Me
People
Waldo Series

T. Wells
A. Morris
M. Hoberman
P. Spier
M. Handford

Clothing

The Jacket I Wear in the Snow
Million Dollar Jeans
No Roses for Harry
Something from Nothing
The Principal's New Clothes
Hats, Hats, Hats

S. Nietzel
R. Roy
G. Zion
P. Gilman
S. Calmenson
A. Morris

Colors

Brown Bear, Brown Bear What Do You See?
The Mixed-Up Chameleon
Thinking About Colors

B. Martin
E. Cale
J. Jenkins

Days of the Week

Today is Monday
Mortimer Mooner Stopped Taking a Bath
Heckedy Peg

E. Carle
F. Edwards
A. Wood

Family

The Patchwork Quilt
A Baby Sister for Frances
A Chair for My Mother
In for Winter Out for Spring (poems)
Grandfather's Journey

V. Flourney
R. Hoban
V. Williams
A. Adoff
A. Say

Farm

Too Many Chickens
Color Farm
The Day the Goose Got Loose
How Now Brown Cow (poetry)

P. Bourgeois
L. Ehlert
R. Lindbergh
A. Schertle

Food

Cloudy with a Chance of Meatbals
Growing Vegetable Soup
Bread, Bread, Bread
Stone Soup
Strega Nona
Tony's Bread
How to Eat a Poem & Other Morsels: Food Poems

J. Barrett
L. Ehlert
A. Morris
M. Brown
T. DePaola
T. DePaola
R. Agree

Course Proficiencies

Students will be able to...

I. Listening

- Follow simple commands
- Understand basic grammatical structures, expressions, and vocabulary
- Understand basic questions
- Understand a simple, spoken narrative
- Match spoken words to pictures
- Follow directions
- Categorize objects
- Recognize affirmative and negative statements
- Distinguish between similar sounding words

II. Speaking:

- Name and describe objects, people, and places
- Use grammatical structures correctly
- Count and express chronological order
- Describe feelings
- Recite a chant
- Retell a simple story
- Ask and answer questions
- Describe a picture

III. Reading

- Identify the English alphabet

- Identify basic sight vocabulary
- Match written words with objects or pictures
- Read a map
- Read a diagram
- Read a timeline
- Read a short story
- Apply reading skills (Compare/contrast; Sequence; Retelling; Make Predictions; Make Inferences; Cause and Effect; Summarize, etc.)

IV. Writing

- Write the letters of the English alphabet
- Label pictures
- Write the definition of key words
- Copy notes
- Write a simple sentence
- Write a narrative
- Write a how-to

V. Culture

- Develop an understanding and appreciation of different cultures
- Learn about a variety of holidays and traditions
- Compare American traditions with traditions of other cultures

Curriculum Units

Level 1: All About Me

Unit 1: Me!

Unit 3: My Family

Unit 5: Play Time

Unit 7: Food

Unit 9: Clothes

Unit 2: My Body

Unit 4: My Home

Unit 6: Pets

Unit 8: On the Move

Unit 10: Size

Level 2: Friends and School

Unit 1: We Go to School

Unit 3: In my Backpack

Unit 5: We Read and Write

Unit 7: Our Day

Unit 9: We Play Together

Unit 2: At School

Unit 4: Our Classroom

Unit 6: School Jobs

Unit 8: How We Move

Unit 10: Going Places

Level 3: Our Community and World

Unit 1: Community Helpers

Unit 2: Places in the Neighborhood

Unit 3: Transportation

Unit 4: City Life

Unit 5: Farm Life

Unit 6: Our World, Earth, and Sky

Unit 7: Weather

Unit 8: Plants

Unit 9: Animals

Unit 10: Our World, Land, and Sea

*Holidays and cultural responsiveness will be taught and discussed throughout the year.

Pacing Guide- Course

Content

Number of Days

Level 1: All About Me

Unit 1: Me!	<i>5 days</i>
Unit 2: My Body	<i>5 days</i>
Unit 3: My Family	<i>5 days</i>
Unit 4: My Home	<i>5 days</i>
Unit 5: Play Time	<i>5 days</i>
Unit 6: Pets	<i>5 days</i>
Unit 7: Food	<i>5 days</i>
Unit 8: On the Move	<i>5 days</i>
Unit 9: Clothes	<i>5 days</i>
Unit 10: Size	<i>5 days</i>

Level 2: Friends and School

Unit 1: We Go to School	<i>5 days</i>
Unit 2: At School	<i>5 days</i>
Unit 3: In my Backpack	<i>5 days</i>
Unit 4: Our Classroom	<i>5 days</i>
Unit 5: We Read and Write	<i>5 days</i>
Unit 6: School Jobs	<i>5 days</i>
Unit 7: Our Day	<i>5 days</i>
Unit 8: How We Move	<i>5 days</i>
Unit 9: We Play Together	<i>5 days</i>
Unit 10: Going Places	<i>5 days</i>

Level 3: Our Community and World

Unit 1: Community Helpers	<i>5 days</i>
Unit 2: Places in the Neighborhood	<i>5 days</i>
Unit 3: Transportation	<i>5 days</i>
Unit 4: City Life	<i>5 days</i>
Unit 5: Farm Life	<i>5 days</i>
Unit 6: Our World, Earth, and Sky	<i>5 days</i>
Unit 7: Weather	<i>5 days</i>
Unit 8: Plants	<i>5 days</i>
Unit 9: Animals	<i>5 days</i>
Unit 10: Our World, Land, and Sea	<i>5 days</i>

Zip Zoom English Level 1

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Unit 1: Me</u></p> <p>What are the parts of our face?</p> <p>How do you feel?</p> <p>What makes you feel happy or sad?</p>	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Interviews, Oral presentation, Talk about feelings</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> Face Sentences</p> <p><u>Grammar</u> Plurals</p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Book Blast: <i>My Happy Face; See My Face</i> • Make a Letter Book • Letter <i>F & H</i> activity page 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

Zip Zoom English Level 1

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Unit 2: My Body</u></p> <p>What are the parts of your body?</p> <p>How do we move our bodies?</p>	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Interviews, Oral presentation, Talk about body movements</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> Body Movement Sentences</p> <p><u>Grammar</u> Plurals, Present-Tense Verbs</p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Make a Letter Book • Book Blast: <i>My Feet; My Hands</i> • Letter <i>M</i> & <i>A</i> activity page 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

Zip Zoom English Level 1

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Unit 3: My Family</u></p> <p>Who is in your family?</p> <p>What do you do with your family?</p>	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Interviews, Oral presentation, Talk about family</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> Family Sentences</p> <p><u>Grammar</u> Present-Progressive, Pronouns</p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Make a Letter Book • Book Blast: <i>My Dad; My Mom</i> • Letter <i>D</i> & <i>N</i> activity page 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

Zip Zoom English: Level 1

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Unit 4: My Home</u></p> <ul style="list-style-type: none"> • What are the rooms in your home? • What is your favorite room and why? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Interviews, Oral presentation, Talk about the home</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> Sentences about rooms in the house; Labeling Objects; Writing sentences with prepositional phrases</p> <p><u>Grammar</u> Prepositional Phrases; Present-Progressive</p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Make a Letter Book • Book Blast: A Happy Room and A Room for Me • Letter R & I activity page 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

Zip Zoom English: Level 1

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Unit 5: Play Time</u></p> <ul style="list-style-type: none"> • What do you like to play? • What are your favorite toys? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Interviews, Oral presentation, Talk about toys and play; Compare toys</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> Sentences about favorite activities; Sentences using adjectives; Labeling Objects</p> <p><u>Grammar</u> Possessive Pronouns; Adjectives and Nouns</p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Make a Letter Book • Book Blast: <i>Dad and the Toy; The New Toy</i> • Letter T, W, Y activity pages 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

Zip Zoom English: Level 1

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Unit 6: Pets</u></p> <ul style="list-style-type: none"> • What animals make good pets? • How do we care for pets? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Interviews, Oral presentation, Talk about pets</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> Pet Care Chart; Sequence Words; Object Names</p> <p><u>Grammar</u> Simple future verbs (will+verb)</p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Make a Letter Book • Book Blast: <i>The Cat is Up; My Dog and My Cat</i> • Letter <i>F & H</i> activity pages 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

Zip Zoom English: Level 1

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Unit 7: Food</u></p> <ul style="list-style-type: none"> • What are your favorite foods? • What are healthy foods? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Ask and answer questions, Oral presentation, Talk about foods</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> Food Story, Answers to Questions; Word Categories</p> <p><u>Grammar</u> Simple future verbs (will+verb); Pronouns</p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Make a Letter Book • Book Blast: <i>Buns and Buns and Jam</i> • Letter <i>B, J, and X</i> activity pages 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

Zip Zoom English: Level 1

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Unit 8: On the Move</u></p> <ul style="list-style-type: none"> • What do we do every day? • How do we move? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Oral presentation, Talk about plans; Talk about actions</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> Action Sentences</p> <p><u>Grammar</u> Irregular Past-Tense Verbs; Present-Tense Verbs</p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Make a Letter Book • Book Blast: <i>Stop and Go; The New Toy Van</i> • Letter S, E, and V activity pages 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

Zip Zoom English: Level 1

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Unit 9: Clothes</u></p> <ul style="list-style-type: none"> • What clothes do you wear? • What do you wear on a ____ day? (e.g. rainy, hot, cold, etc.) 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Oral presentation, Talk about different clothing</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> Action Sentences; Letter Formation; Sentences with Possessive Pronouns</p> <p><u>Grammar</u> Phrasal Verbs; Possessive Pronouns</p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Make a Letter Book • Book Blast: <i>The New Pocket; Our Coats</i> • Letter P, K and Z activity pages 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

Zip Zoom English: Level 1

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Unit 10: Size</u></p> <ul style="list-style-type: none"> • How can we compare objects? • What words can we use to describe size? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Oral presentation, Use comparatives and superlatives</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> Labeling Objects; Sentences with go and goes</p> <p><u>Grammar</u> Adjectives; Opposites; Using “going to” form</p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Make a Letter Book • Book Blast: In and Out; Up the Hill • Letter L, U and Q activity pages 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

Zip Zoom English: Level 2

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Unit 1: We Go to School</u></p> <ul style="list-style-type: none"> • How can we get to school? • How can we get around town? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Oral presentation, Talk about different modes of transportation</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> Word List; Transportation Chart</p> <p><u>Grammar/Language</u> Using can+verb; Simple present verbs</p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Book Blast: Stop Here; We Go To School • Word Families –an and -ap activity pages 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

Zip Zoom English: Level 2

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Unit 2: At School</u></p> <ul style="list-style-type: none"> • What are the places in school? • Where do you go to ____? (e.g. eat; play, etc.) 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Oral presentation, Talk about places in school</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> Sentences about places in school</p> <p><u>Grammar/Language</u> Prepositions; Locatives</p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Book Blast: The Flags; The Red Flag • Word Families –ag and -at activity pages 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

Zip Zoom English: Level 2

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Unit 3: In My Backpack</u></p> <ul style="list-style-type: none"> • What's in your backpack? • What supplies do you need for school? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Oral presentation, Talk about belongings</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> Fill the backpack; School Supply Story</p> <p><u>Grammar/Language</u> Future Verbs; Simple present verbs</p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Book Blast: My Backpack; Snacks • Word Families –ack and -ad activity pages 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

Zip Zoom English: Level 3

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Unit 4: Our Classroom</u></p> <ul style="list-style-type: none"> • What things are in your classroom? • Where do we find things in our classroom? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Oral presentation, Talk about the classroom</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> Sentence Pattern Page, Writing sentences using prepositions, Classroom story</p> <p><u>Grammar/Language</u> Possessive adjectives, Imperatives</p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Book Blast: Our Class Pet; Where Is Ben? • Word Families –et and -est activity pages 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

Zip Zoom English: Level 2

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Unit 5: We Read and Write</u></p> <ul style="list-style-type: none"> • What activities do you like? • What do you do in _____ class? (e.g. art, computers, etc.) 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Oral presentation, Talk about activities and favorite subjects in school</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> Writing activity sentences</p> <p><u>Grammar/Language</u> Past-tense verbs; Present-tense verbs</p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Book Blast: <i>What Will We Make?; The Red Book</i> • Word Families /ed/ and /ell/ activity pages 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

Zip Zoom English: Level 2

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Unit 6: School Jobs</u></p> <ul style="list-style-type: none"> • What are the jobs in school? • What does a _____ do? (e.g. teacher, nurse, principal) 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Oral presentation, Talk about school jobs</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> School job sentences</p> <p><u>Grammar/Language</u> Frequency expressions (sometimes, always, often, etc.); Present-simple third-person singular (He goes, She goes, etc.)</p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Book Blast: <i>Jobs at Our School; School Work</i> • Word Families /ob/ and /ot/ activity pages 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

Zip Zoom English: Level 2

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Unit 7: Our Day</u></p> <ul style="list-style-type: none"> • What do you do in the _____? (morning, afternoon, evening) • What is your favorite time of day? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Oral presentation, Talk about times of the day</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> Create a 'times-of-day' story; Class schedule</p> <p><u>Grammar/Language</u> Use present-simple to describe routines</p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Book Blast: <i>What Time Is It?; Our Clocks</i> • Word Family /ock/ activity page 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

Zip Zoom English: Level 2

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Unit 8: How We Move</u></p> <ul style="list-style-type: none"> • How do we move? • How do we play _____? (e.g. baseball, soccer, tag, etc.) 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Oral presentation, Talk about movement and sports</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> Sentences about sports</p> <p><u>Grammar/Language</u> Contractions</p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Book Blast: <i>Fun In The Sun; Run and Jump</i> • Word Families /un/, /ug/, and /ub/ activity pages 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

Zip Zoom English: Level 2

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Unit 9: We Play Together</u></p> <ul style="list-style-type: none"> • How do you like to play? • What is your favorite game? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Oral presentation, Talk about games</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> Play together stories; Write sentences using plural nouns</p> <p><u>Grammar/Language</u> Plural nouns; Using <i>could+verb</i></p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Book Blast: <i>Kip's Friends; Time for Friends</i> • Word Families /ip/, /id/, and /in/ activity pages 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

Zip Zoom English: Level 2

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Unit 10: Going Places</u></p> <ul style="list-style-type: none"> • Where do you like to go? • Where do people go for ____? (fun, food, etc.) 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Oral presentation, Talk about places to go</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> Places to go story; Using Punctuation</p> <p><u>Grammar/Language</u> Conjunctions (and, but); Sequence words; Punctuation</p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Book Blast: <i>Where Will We Go Today?; A Day At The Park</i> • Word Family /ing/ activity page 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

Zip Zoom English: Level 3

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Unit 1: Community Helpers</u></p> <ul style="list-style-type: none"> • What are some community jobs? • How does a _____ help you? (Firefighter, doctor, etc.) 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Oral presentation, Talk about community jobs</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> Making lists; ABC jobs poster; Community Laws and Rules</p> <p><u>Grammar/Language</u> Verbs</p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Book Blast: <i>What Will We Bake?; Firefighters</i> • Long /a/ /ay/ activity pages 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

Zip Zoom English: Level 3

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Unit 2: Places in the Neighborhood</p> <ul style="list-style-type: none"> • What places are in your neighborhood? • Where do you go to _____? (buy food, mail a letter, etc.) 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Oral presentation, Talk about your neighborhood</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> Use prepositions; Silly sentences</p> <p><u>Grammar/Language</u> Simple-present verbs with always; Prepositions</p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Book Blast: <i>At The Pet Store; Where's My Pet</i> • Long /i/ /ie/ activity pages 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

Zip Zoom English: Level 3

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Unit 3: Transportation</u></p> <ul style="list-style-type: none"> • Where have you been on vacation? • What modes of transportation do we use to travel? • How do we prepare for a vacation? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Oral presentation, Talk about travel plans</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> Transportation story, Make a list</p> <p><u>Grammar/Language</u> Might+verb; Present-perfect</p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Book Blast: <i>The Boat Ride; New Coats</i> • Long /o/: /oa/ /o_e/ and /ow/ activity pages 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

Zip Zoom English: Level 3

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Unit 5: Farm Life</u></p> <ul style="list-style-type: none"> • What can we find on a farm? • What do farmers do? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Oral presentation, Talk about farm life</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> How-To Plant; Day On A Farm story</p> <p><u>Grammar/Language</u> Past-continuous verbs, Quantifiers (some & any)</p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Planting a seed • Book Blast: Going To The Farm; The Seed • Vowel Digraphs /au/; /aw/; /oi/; /oy/ activity pages 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

Zip Zoom English: Level 3

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Unit 6: Our World; Earth, and Sky</p> <ul style="list-style-type: none"> • What is in our solar system? • What living things do we find on Earth? • How is the night sky different from the day sky? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Oral presentation, Talk about our solar system, Discuss measurements</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> Using time expressions in sentences; Moon Diagram</p> <p><u>Grammar/Language</u> Present-perfect verbs; 'How long' questions</p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Book Blast: <i>What are stars?; Stars At Night</i> • Word families –art, -arn, and -ard activity pages 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

Zip Zoom English: Level 3

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Unit 7: Weather</u></p> <ul style="list-style-type: none"> • How can we describe weather conditions? • What are natural disasters? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Oral presentation, Talk about weather</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> Weather Story; Write a riddle</p> <p><u>Grammar/Language</u> Impersonal it; Past-perfect verbs (had+verb)</p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Book Blast: <i>Time to Plant Corn; Sun and Rain</i> • Word Families –orn and –orch activity pages 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

Zip Zoom English: Level 3

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Unit 8: Plants</u></p> <ul style="list-style-type: none"> • What are the parts of a plant? • What does a plant need to grow? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Oral presentation, Talk about plants</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> Plant Sentences; Plant diagram</p> <p><u>Grammar/Language</u> Past-perfect verbs; Conditional clauses (<i>if</i>)</p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Book Blast: <i>Roots To Eat; Roots Help Plants</i> • Word Families –ook; -ood; -oot activity pages 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

Zip Zoom English: Level 3

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Unit 9: Animals</u></p> <ul style="list-style-type: none"> • What are different kinds of habitats? • What animals live in _____? (e.g. water, grasslands, etc.) 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Oral presentation, Talk about animal habitats; Animal classification</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> Animal Action Stories; Sentence Order</p> <p><u>Grammar/Language</u> Need+noun; Comparatives</p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Book Blast: <i>Who Is First; Birds On Wire</i> • R Controlled vowels: /ir/, /er/, and /ur/ activity pages 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

Zip Zoom English: Level 3

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Unit 10: Our World: Land and Sea</u></p> <ul style="list-style-type: none"> • What are landforms? • How are landforms similar and different? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Use new vocabulary, Repetition, Song and Chant, Daily conversation, Oral presentation, Talk about land and water</p> <p><u>Reading</u> Use critical words, Letter/Sound Correspondence, Echo-Reading, Choral Reading, Role Play</p> <p><u>Writing</u> Descriptive Essay</p> <p><u>Grammar/Language</u> Must+verb; Can+verb</p>	<ul style="list-style-type: none"> • Teacher Read-Aloud • Buzz: Vocabulary Builder • Alpha Beat • Vocabulary Matching Cards • Response Journal Page • Sentence Pattern Page • Song & Chant Activity Page • Act it Out • Take-home reader • Mini Interview • Book Blast: <i>Mountains; The Little Mouse</i> • Vowel Digraph /ou/ and /ow/ activity pages 	<ul style="list-style-type: none"> • Journal Pages • Picture Drawings • Oral Presentation • Teacher observations/ anecdotal notes • Portfolio • Comprehension questions

WIDA: English Language Proficiency Standards

Standard		Abbreviation
English Language Proficiency Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Proficiency Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Proficiency Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Proficiency Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Proficiency Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

Speaking Rubric of the WIDA Consortium

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
1 Entering	Single words, set phrases or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
2 Emerging	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse
4 Expanding	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
5 Bridging	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make

Adapted from *ACCESS for ELLs® Training Toolkit and Test Administration Manuals, Series 103 (2007-08)*

*English proficiency level 6 is not included in the Speaking Rubric as it is reserved for students whose oral English is comparable to that of their English-proficient peers.

Writing Rubric of the WIDA Consortium (Grades 1-12)

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
1 Entering	Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Usage of highest frequency vocabulary from school setting and content areas.	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.
2 Emerging	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Usage of general language related to the content area; lack of vocabulary may be evident.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.
3 Developing	Simple and expanded sentences that show emerging complexity used to provide detail.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.
4 Expanding	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.
5 Bridging	A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization	Usage of technical language related to the content area; evident facility with needed vocabulary.	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility.
6 Reaching*	A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language.	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments.

Adapted from *ACCESS for ELLs® Training Toolkit and Test Administration Manuals, Series 103 (2007-08)*

*Level 6 is reserved for students whose written English is comparable to that of their English-proficient peers.

Writing Rubric of the WIDA™ Consortium Grades PreK-K

Level	Linguistic Complexity	Vocabulary Usage	Language Control
6 Evidence: Complete "Story"	<ul style="list-style-type: none"> Text presents one clear example of a successful attempt at producing related, connected English phrases and sentences At least two clear sentences are present A logical sequence or relationship between phrases and sentences is present Each phrase or sentence contains at least two "words" 	<ul style="list-style-type: none"> "Words" go beyond memorized, high-frequency vocabulary, though some sight words and easily decodable words may be present and written accurately "Words" are clearly recognizable and contain beginning, middle and ending sounds (in longer words) 	<ul style="list-style-type: none"> Invented spelling and/or lack of mechanics may impede full comprehensibility of the text Inventive spelling closely approximates standard spelling Evidence of capitalization and punctuation may be present No clear observable influence of native language is present
5 Evidence: "Story"	<ul style="list-style-type: none"> Text contains at least one clear example of a successful attempt at producing at least two related or connected English phrases or sentences At least one clear sentence is present A logical or sequential word order within phrases or sentences is present Each phrase or sentence contains at least two "words" 	<ul style="list-style-type: none"> "Words" go beyond memorized, high-frequency vocabulary "Words" are generally recognizable and contain attempts at beginning, middle and ending sounds (in longer words) All key "words" in the related or connected phrases or sentences are attempted 	<ul style="list-style-type: none"> Invented spelling and/or lack of mechanics may impede comprehensibility of the text Evidence of word boundaries is present Observable influence of native language may be present
4 Evidence: "Phrase or sentence"	<ul style="list-style-type: none"> Text contains at least one clear example of a successful attempt at producing an English phrase or short sentence The phrase or short sentence contains at least three "words" 	<ul style="list-style-type: none"> At least one "word" in the phrase or short sentence goes beyond "memorized" text (e.g., 'I like...', 'I play...') "Words" are generally recognizable and contain attempts at beginning, middle and ending sounds (in longer words) Letter sounds within words may be out of order All key "words" in the phrase or short sentence are attempted 	<ul style="list-style-type: none"> Invented spelling and lack of clear word boundaries may impede comprehensibility of the text Attempts at word boundaries may be present Observable influence of native language may be present

Level	Linguistic Complexity	Vocabulary Usage	Language Control
3 Evidence: "Words"	<ul style="list-style-type: none"> Text contains at least two clear, independently produced examples of successful attempts at producing English words 	<ul style="list-style-type: none"> At least one "word" goes beyond memorized, high frequency words (e.g., 'cat', 'dog') "Words" may be recognizable and contain attempts at beginning, middle and ending sounds (in longer words) Letter sounds within words may be out of order 	<ul style="list-style-type: none"> Invented spelling and lack of clear word boundaries may impede comprehensibility of the words Observable influence of native language may be present
2 Evidence: Sound/ letter correspondence	<ul style="list-style-type: none"> Text contains at least two clear, independently produced examples of successful attempts at producing English sound/letter correspondence 	<ul style="list-style-type: none"> Evidence of knowledge of sound/letter correspondence may be provided by attempts at any of the following: <ul style="list-style-type: none"> beginning and ending word sounds beginning and middle word sounds middle and ending word sounds beginning word sounds only <ul style="list-style-type: none"> a single sound representing a word Examples of letters may be in list form, written vertically or horizontally Evidence of "memorized" writing in English (e.g., proper names, 'mom,' 'dad') may be present 	<ul style="list-style-type: none"> Poor letter formation and/or lack of any type of boundaries within text may impede recognition of attempts of producing sound/letter correspondences Observable influence of native language may be present
1 Evidence: Letter copying	<ul style="list-style-type: none"> Text contains clear evidence of successful attempts at writing at least two letters, of which one may display knowledge of sound/ letter correspondence 	<ul style="list-style-type: none"> Evidence of ability to write letters may be provided by any of the following: <ul style="list-style-type: none"> writing own name copied letter(s) random letter(s) traced letter(s) scribble writing 	<ul style="list-style-type: none"> Poor letter formation quality may impede recognition of letters
0 Evidence: Letter and/or picture	<ul style="list-style-type: none"> Text contains no more than one clear, independently written letter No response 	<ul style="list-style-type: none"> Symbols or pictures, perhaps copied from graphics, may be present 	<ul style="list-style-type: none"> No language control is evident due to lack of text