

**Course Name(s): English as a Second Language: Kindergarten**

**Prerequisite: Placement is based on the district’s screening process for ELLs**

**Course Code #: E9ESL**

**Level: n/a**

**Year: 5X**

**Credits: n/a**

**Course and Program Description:** In our Kindergarten ESL class, students will work through four units of instruction that will help them to build the social and academic language needed to be successful as a kindergartener. Students will develop English phonemic awareness, basic literacy skills, and make content connections. Students will develop an awareness of their peers' backgrounds in order to develop empathy for others within the environment of an American school system. Students will meet once a day in a small group setting and will work individually and with peers to develop social and academic English.

**Course Proficiencies:** Students who successfully complete this course will have developed the ability to communicate at an increased level of proficiency according to the four domains suggested by WIDA: listening, speaking, reading, and writing. The course proficiencies are organized according by language domain and English Language Proficiency (ELP) level. Kindergarten ESL students will receive instruction and be assessed according to his/her ELP. Students will be able to demonstrate their proficiency within each domain according to the “Can-do” statements or skills detailed in the chart below entitled, “Kindergarten Proficiencies.”

In addition to targeting the proficiencies for each ELP, students will also be expected to demonstrate their proficiency with the five WIDA English Language Development (ELD) Standards. These standards focus on the social, instructional and academic language needed in order to engage with their peers, teachers, and content across the curriculum. The five WIDA English Language Development Standards are:

ELD Standard 1	English language learners <b>communicate</b> for <b>Social and Instructional</b> purposes within the school setting.
ELD Standard 2	English language learners <b>communication</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b> .
ELD Standard 3	English language learners <b>communication</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b> .
ELD Standard 4	English language learners <b>communication</b> information, ideas and concepts necessary for academic success in the content area of <b>Science</b> .
ELD Standard 5	English language learners <b>communication</b> information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b> .

## Kindergarten Proficiencies

Across the English Language Development Standards, students will develop the ability to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
L S I T E N I N G	<p>Match oral language to classroom and everyday objects</p> <p>Point to stated pictures in context</p> <p>Respond non-verbally to oral commands or statements (e.g., through physical movement)</p> <p>Find familiar people and places named orally</p>	<p>Sort pictures or objects according to oral instructions</p> <p>Follow one-step oral directions (e.g., “stand up”; “sit down”)</p> <p>Identify simple patterns described orally</p> <p>Respond with gestures to songs, chants, or stories modeled by teachers</p>	<p>Follow two-step oral directions, one step at a time</p> <p>Draw pictures in response to oral instructions</p> <p>Respond to non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down)</p> <p>Act out songs and stories using gestures</p>	<p>Find pictures that match oral descriptions</p> <p>Follow oral directions and compare with visual or nonverbal models (e.g., “Draw a circle under the line.”)</p> <p>Distinguish between what happens first and next in oral activities or readings</p> <p>Role play in response to stories read aloud</p>	<p>Order pictures of events according to sequential language</p> <p>Arrange objects or pictures according to descriptive oral discourse</p> <p>Identify pictures/realia associated with grade-level academic concepts from oral descriptions</p> <p>Make patterns from real objects or pictures based on detailed oral descriptions</p>	L e v e l 6 – R e a c h i n g
S P E A K I N G	<p>Identify people or objects in illustrated short stories</p> <p>Repeat words, simple phrases</p> <p>Answer yes/no questions about personal information</p> <p>Name classroom and everyday objects</p>	<p>Restate some facts from illustrated short stories</p> <p>Describe pictures, classroom objects or familiar people using simple phrases</p> <p>Answer questions with one or two words (e.g., “Where is Sonia?”)</p> <p>Complete phrases in rhymes, songs, and chants</p>	<p>Retell short narrative stories through pictures</p> <p>Repeat sentences from rhymes and patterned stories</p> <p>Make predictions (e.g., “What will happen next?”)</p> <p>Answer explicit questions from stories read aloud (e.g., who, what, or where)</p>	<p>Retell narrative stories through pictures with emerging detail</p> <p>Sing repetitive songs and chants independently</p> <p>Compare attributes of real objects (e.g., size, shape, color)</p> <p>Indicate spatial relations of real-life objects</p>	<p>Tell original stories with emerging detail</p> <p>Explain situations (e.g., involving feelings)</p> <p>Offer personal opinions</p> <p>Express likes, dislikes, or preferences with reasons</p>	

				using phrases or short sentences	
R E A D I N G	<p>Match icons and symbols to corresponding pictures</p> <p>Identify name in print</p> <p>Find matching words or pictures</p> <p>Find labeled real-life classroom objects</p>	<p>Match examples of the same form of print</p> <p>Distinguish between same and different forms of print (e.g., single letters and symbols)</p> <p>Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page)</p> <p>Match labeled pictures to those in illustrated scenes</p>	<p>Use pictures to identify words</p> <p>Classify visuals according to labels or icons (e.g., animals v. plants)</p> <p>Demonstrate concepts of print (e.g., title, author, illustrator)</p> <p>Sort labeled pictures by attribute (e.g., number, initial sound)</p>	<p>Identify some high-frequency words in context</p> <p>Order a series of labeled pictures described orally to tell stories</p> <p>Match pictures to phrases/short sentences</p> <p>Classify labeled pictures by two attributes (e.g., size and color)</p>	<p>Find school-related vocabulary items</p> <p>Differentiate between letters, words, and sentences</p> <p>String words together to make short sentences</p> <p>Indicate features of words, phrases, or sentences that are different</p>
W R I T I N G	<p>Draw pictures and scribble</p> <p>Circle or underline pictures, symbols, and numbers</p> <p>Trace figures and letters</p> <p>Make symbols, figures or letters from models and realia (e.g., straws, clay)</p>	<p>Connect oral language to print (e.g., language experience)</p> <p>Reproduce letters, symbols, and numbers from models in context</p> <p>Copy icons of familiar environmental print</p> <p>Draw objects from models and label with letters</p>	<p>Communicate using letters, symbols, and numbers in context</p> <p>Make illustrated “notes” and cards with distinct letter combinations</p> <p>Make connections between speech and writing</p> <p>Reproduce familiar words from labeled models or illustrations</p>	<p>Produce symbols and strings of letters associated with pictures</p> <p>Draw pictures and use words to tell a story</p> <p>Label familiar people and objects from models</p> <p>Produce familiar words/phrases from environmental print and illustrated text</p>	<p>Create content-based representations through pictures and words</p> <p>Make “story books” with drawings and words</p> <p>Produce words/phrases independently</p> <p>Relate everyday experiences using phrases/short sentences</p>

**Alignment to New Jersey Student Learning Standards:** In addition to targeting the English Language Development standards and the “Can-do” statements for each appropriate proficiency level, this course will also target the Kindergarten New Jersey Student Learning Standards for English Language Arts, Mathematics, Social Studies and Science. Listening, speaking, reading

and writing will continue to be reinforced and assessed throughout the content standards all while keeping in the mind the WIDA ELDs and individual student proficiency level.

The Kindergarten ESL program will also aim to meet the following NJSLs for Educational Technology 8.1 and NJSLs for 21<sup>st</sup> Century Life and Careers:

**Educational Technology (NSLS 8):**

8.1.2.A.2 Create a document using a word processing application.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.2.2.E.1 List and demonstrate the steps to an everyday task.

**21<sup>st</sup> Century Life and Careers (NJSLs 9):**

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**NJ Career Readiness Practices:**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Evaluative Criteria:** Teachers utilize student observation checklists, formative assessments, daily participation in regards to independent, paired and/or collaborative group tasks, interpretive, interpersonal and presentational tasks and assessments, projects, integrated performance assessments, student self-assessments and peer assessments to evaluate the progress and/or achievement of the above stated proficiencies. Students in the ESL program will participate in the ACCESS for ELLs 2.0 annually until they meet the requirements to exit the ESL program.