

Unit: Nonfiction	
Content Area: ESL	
Grade Level: K	
Unit Summary:	
<p>The purpose of the ESL curriculum is to teach and advocate for English Learners so they can become successful within our community both socially and academically. This ESL unit focuses on building language in English for students at the kindergarten level. Students will develop English proficiency through reading, writing, listening, and speaking opportunities. The main goal of this unit is to support students in learning the language through context and meaningful situations. The mentor text, <i>Cricket</i> from <i>Big Book of Mentor Texts</i> acts as a model to show students the structure and features of nonfiction writing. Students will observe features in the mentor text that will help them draw, label and/or write their own nonfiction. They will also be reading a variety of nonfiction texts to identify the main idea and supporting key details, while identifying text features. The ESL teacher should use the key uses of English Language proficiency to support each students language ability. The ESL teacher will reinforce word study lessons and sight words learned in their classrooms. Students will gain meaning from text, convey meaning through both oral and written language, and listen effectively; all these skills are vital for students to actively participate in mainstream classrooms.</p>	
Recommended Pacing:	
December-February	
State Standards Addressed:	
WIDA	
<p>Standard 1 – Social and Instructional Language English language learners communicate for social and instructional purposes within the school setting.</p>	
<p>Standard 2 – Language of Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</p>	
<p>Standard 3 – Language of Mathematics English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.</p>	
<p>Standard 4 – Language of Science English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.</p>	

Standard 5 – Language of Social Studies

English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

Reading

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RF.K.1 Demonstrate understanding of the organization and basic features of print.

RF.K.1.A Follow words from left to right, top to bottom, and page by page.

RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

Writing

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Speaking & Listening

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

SL.K.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Language

L.K.1D Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

L.K.1F Produce and expand complete sentences in shared language activities.

L.K.4B Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Technology Standards and 21st Century Practices

9.2 Career Awareness, Exploration, and Preparation

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

Stage 1 - Desired Results

Transfer

Students will be able to independently use their learning to...

Express personal wants and needs through gestures, visual support, use of native language

Attending to speaker to demonstrate understanding of routines and directions

Gain meaning from both oral and written text

Convey meaning through both oral and written language

Meaning

UNDERSTANDINGS

Students will understand that ...

They can use a variety of ways to communicate.

Readers can use texts to gain meaning of words.

They actively listen to gain understanding by asking questions, repeating words/phrases, and participating.

ESSENTIAL QUESTIONS

How can I communicate in school?

How can I become a reader?

How can I listen for understanding?

Acquisition

Students will know ...

How nonfiction books differ from fiction books.

Domain specific vocabulary.

Parts of speech.

Letter sound correspondence.

Phonemic Awareness.

Students will be skilled at ...

Identifying the difference between a letter and a word.

Identifying concepts of print.

Synthesizing information across texts using visuals/oral language.
 Classifying vocabulary.
 Math pictures to short sentences.
 Using gestures and physical movement to illustrate vocabulary.
 Classifying parts of speech.
 Illustrating /writing nonfiction.

Stage 2 - Evidence

PERFORMANCE TASK(S):

Based on their ELP level students will create nonfiction pieces through illustrations, labeling, words or sentences.

OTHER EVIDENCE:

Checking for understanding through the use of:
 WIDA Rubrics for the domains
 Teacher Prompts
 Informal teacher observations

Stage 3 - Learning Plan

Listening:

- Point to pictures of domain specific vocabulary
- Listen to a nonfiction read aloud
- Point to text features to show understanding of the text
- Classify objects

Speaking:

- Use pronouns when sharing prior knowledge of nonfiction information
- Activating Schema about nonfiction
- Identify familiar objects
- Participate in groups songs, chants or poems using physical movement
- Communicate what they are reading with their peers/teacher

Reading:

- Take a picture walk to activate schema
- Use pictures to help understand academic vocabulary
- Matching/labeling icons and symbols to corresponding pictures
- Concepts of print
- Phonemic Awareness
- Retelling of main idea & supporting details using pictures
- Read decodable stories to practice fluency and beginning comprehension
- Pattern books
- Synthesis information across texts

Writing:

- Draw and label people, animals, objects or events
- Dictate nonfiction information scribed by teacher
- Describe familiar nonfiction information by drawing or dictating to teacher
- Finish sentence teacher begins
- Pattern books
- Repeating words to communicate meaning

Core Materials and Resources:

Fundations

Readers & Writer's Workshop Units of Study

WIDA Writing Rubric

Reading A-Z <https://www.readinga-z.com/>

Heinemann Explorations in Nonfiction Writing

WIDA Can Do Descriptors

<https://wida.wisc.edu/sites/default/files/resource/CanDo-Descriptors-Student-Name-Charts.pdf>

Visuals (pictures)

Differentiation:***English Language Learners -***

Retell content information in easier English

Use simple sentence structure (verb-subject-object) as needed

Use high frequency words

Avoid negative phrasing such as all, but, except

Actively help students build connections and associations in order to access background knowledge or previously taught information

Present students with written as well as oral messages (provide outlines or a copy of the notes of a classmate)

Provide supports in English and home language

Utilize Google translate

Always write assignments on the board

Modify assignments (fewer questions or fewer vocabulary)

Provide audio books

Provide concrete examples of vocabulary words through the use of visuals

Model Think Alouds to increase student comprehension

Directly teach learning strategies

Provide extended wait time

Provide small group instruction

Provide preferential seating

Provide oral reading of test questions in English

Provide oral reading of reading passages in English

Provide extended time

Assess whether student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels

WIDA Can Do Descriptors

504 -

Environmental Strategies

Provide a structured learning environment

Possible adapting of non-academic times such as lunch, recess, and physical education

Change student seating

Alter location or personal or classroom supplies for easier access or to minimize distraction

Provide sensory breaks

Provide a written or picture schedule

Presentation Strategies

Record lessons so the student can review

Use computer-aided instruction and other audiovisual equipment

Select alternative textbooks, workbooks, or provide audio books

Highlight main ideas and supporting details in the book

Vary the method of lesson presentation using multi-sensory techniques

Ask student to repeat/paraphrase context to check understanding

Simplify and repeat instructions

Vary instructional pace

Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, "spell check"

Reinforce study skill strategies (survey, read, recite, review)

Pre-teach and/or re-teach important concepts

Prepare advanced organizers/study guides for new material

Behavioral Strategies

Use behavioral management techniques consistently within a classroom and across classes

Implement behavioral/academic contracts

Utilize positive verbal and/or nonverbal reinforcements

Utilize logical consequences

Establish a home/school communication system for behavior monitoring

Cooperatively generate rules and consequences for classroom behavior

Reinforce self-monitoring and self-recording of behaviors

Organizational Strategies

Model and reinforce organizational systems (i.e. color-coding)

Write out homework assignments, check student's recording of assignments

Set time expectations for assignments

Provide clues such as clock faces indicating beginning and ending times

Teach study/organizational skills

Evaluation Methods

- Limit amount of material presented on page
- Provide a sample or practice test
- Provide for oral testing
- Provide tests in segments so that student hands in one segment before receiving the next part
- Provide personal copy of test tools and allow for color-coding/highlighting
- Adjust time for completion
- Modify weights of tests when grading

Special Education -

- Seat student near model (student/teacher)
- Preferential seating
- Use a highlight marker to identify key words, phrases, or sentences for student to read
- Provide manipulatives for student to use in solving math problems
- Deliver directions or explanations orally and in writing
- Chunk tasks
- Buddy in class to assist and clarify
- Provide specific guidelines for prewriting
- Provide mnemonic devices
- Repeat major points of information
- Modify assignments (fewer questions or fewer vocabulary)
- Provide visual cues (posters, number lines, gestures, use of technology)
- Provide study guides
- Pre-teach new vocabulary and key words
- Use advance organizers
- Allow for frequent breaks (sensory/brain)
- Be aware of student's preferred learning style and provide matching instruction materials

Students At-Risk -

- Provide a structured learning environment
- Provide sensory breaks
- Change student seating
- Select alternative textbooks, workbooks, or provide audio books
- Vary the method of lesson presentation using multi-sensory techniques
- Provide small group or individual instruction
- Reinforce the use of compensatory strategies
- Reinforce self-monitoring and self-reflecting strategies
- Buddy in class to assist and clarify
- Actively help students build connections and associations in order to access background knowledge or previously taught information
- Directly teach learning strategies
- Repeat major points of information
- Provide visual cues (posters, number lines, gestures, use of technology)

Gifted and Talented -

Modify the content through acceleration, compacting, variety, reorganization, flexible pacing, and the use of more advance or complex concepts, abstractions, and materials

Provide content that is thematic, broad based, and integrative rather than just single-subject areas

Provide opportunities to generalize, integrate, and apply ideas to content

Encourage students to move through content at their own pace

Provide enrichment activities for content such as critical thinking, problem finding, and problem solving

Modify process to be more intellectually demanding that require a higher level of response or open-ended questions that stimulate inquiry, active exploration, and discovery

Require students to think about topics in more abstract and complex ways

Activity selection should be based on student interests and encourage self directed learning

Align objectives with Bloom's Taxonomy

Modify the learning environment that encourages inquiry and independence. It should include a wide variety of materials, provides some physical movement, and connects the school experiences with the greater world

Modify product expectations and student responses. They should demonstrate what they have learned in a wide variety of forms that both reflect knowledge and ability to manipulate ideas

Assess curriculum effectiveness by accelerating the mastery of basic skills through testing-out procedures and reorganization of the curriculum according to higher level skills and concepts.