



# English as a Second Language Curriculum

Quarter: Second

Grade: First

TN State Literacy Standards	Correlating ESL Standards	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics
<p>Literature-Key Ideas and Details</p> <ul style="list-style-type: none"> <li>1RLKID.1: Ask and answer questions about key details in a text.</li> </ul>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success the content area of Language Arts</p>	<ul style="list-style-type: none"> <li>I can ask and answer questions about key details in a text.</li> </ul>	<ul style="list-style-type: none"> <li>What is the main idea?</li> <li>What do you remember about _____?</li> <li>Use details from the text to explain why</li> </ul>	<p>*Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.</p>
<ul style="list-style-type: none"> <li>1RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> </ul>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success the content area of Language Arts</p>	<ul style="list-style-type: none"> <li>I can retell stories including key details.</li> </ul>	<ul style="list-style-type: none"> <li>What is the author's purpose for writing this text?</li> <li>What is this story mainly about?</li> <li>Retell the story.</li> </ul>	<p>**Lesson plans and resources can be found by standard at <a href="http://www.readtennessee.org/teachers/common_core_Standards/1st_grade.asp">www.readtennessee.org/teachers/common_core_Standards/1st_grade.asp</a></p>
<ul style="list-style-type: none"> <li>1RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.</li> </ul>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success the content area of Language Arts</p>	<ul style="list-style-type: none"> <li>I can describe characters, settings, and events in a story.</li> </ul>	<ul style="list-style-type: none"> <li>Who are the characters?</li> <li>What is the setting? Describe the character traits (with support from the teacher).</li> <li>Use details from the text to explain why.</li> <li>Retell the major events of the story</li> </ul>	<p>UNIT 2- ANIMALS in HABITATS</p> <p>Read Aloud and Read Along: Stories</p> <p>RL 1. 1- 3; 5;7;10</p> <p>Are You My Mother?            Mouse Tales            Finn Family Moomintroll            The Great Kapok Tree            Poems</p> <p>I know all the Sounds that Animals Make (Prelutsky)            Fish (Hoberman)</p>

				Informational Texts RI 1.1-2;4;6;7;10
Informational Text-Key Ideas and Details <input type="checkbox"/> 1RIKID.1: Ask and answer questions about key details in a text.	English Language Development Standard 2: English language learners communicate informational ideas, and concepts necessary for academic success in the content area of Language Arts.	<ul style="list-style-type: none"> <li>I can ask and answer questions about key details in a text.</li> </ul>	<ul style="list-style-type: none"> <li>What is the main idea?</li> <li>What do you remember about_____?</li> <li>Use details from the text to explain why_____?</li> </ul>	Starfish What Lives in the...(Series) Amazing Animal World Big Tracks, Little tracks Diary of a Worm Earthworms What do you do with a tail like this? Biggest Strongest Fastest Gathering the Sun Amazing Whales!
<input type="checkbox"/> 1RI.KID.2 Identify the main topic and retell key details of a text.	English Language Development Standard 2: English language learners communicate informational ideas, and concepts necessary for academic success in the content area of Language Arts.	<ul style="list-style-type: none"> <li>I can retell ideas including key details.</li> </ul>	<ul style="list-style-type: none"> <li>What is the main idea of the text?</li> <li>What key details support the main idea?</li> </ul>	Websites-Somewhat amazing world of frogs; Kennedy Center artsedgelessons- Animal Habitats &Dance of a Butterfly
				UNIT 3- LIFE LESSONS: (Manners)
Literature-Craft and Structure				Read Aloud and Read Along Stories -RL 1.1-7; 10
<input type="checkbox"/> 1RL.CS.5 Explain major differences between books that tell stories and books that give information, drawing on	English Language Development Standard 2: English language learners communicate informational ideas, and concepts necessary for academic success in the content	<ul style="list-style-type: none"> <li>I can explain the differences between books that tell stories and books that give</li> </ul>	<ul style="list-style-type: none"> <li>What are the differences between books that tell stories and</li> </ul>	Yo! Yes? Green Eggs and Ham The Blind Men and the Elephant Red Riding Hood: Isabel and the Hungry Coyote Fables (Lobel) Gingerbread Man My Apron (Eric Carle) Little Red Hen

a wide range of text types.	area of Language Arts.	information.	books that give information?	Swimmy Punctuation Takes a Vacation
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<input type="checkbox"/> 1RL.CS.6 Identify who is telling the story at various points in a text.	English Language Development Standard 2: English language learners communicate informational ideas, and concepts necessary for academic success in the content area of Language Arts.	<input type="checkbox"/> I can identify who is telling a story.	<input type="checkbox"/> Who is telling the story at various points?	Poetry By Myself (Greenfield) Sharing (Silverstein) I'm Making a List (Silverstein)
Literature-Integration of Knowledge and Ideas <input type="checkbox"/> 1RL.IKI.7 Either orally or in writing when appropriate, use illustrations and words in a story to describe its characters, setting or events	English Language Development Standard 2: English language learners communicate informational ideas, and concepts necessary for academic success in the content area of Language Arts.	<input type="checkbox"/> I can describe characters, settings, and events in a story with illustrations.	<input type="checkbox"/> How do the illustrations help describe the story elements?	Drama-video Artsedge.KennedyCenter.org/ Educators Counting Crows-Crow And the Pitcher Readers' Theater RL 1.6 Hedgie's Surprise (Jan Brett) The Mitten or The Hat (Jan Brett)
Informational Text -Integration of Knowledge & Key Ideas <input type="checkbox"/> 1RI.IKI.7: Either orally or in writing when appropriate, use the illustrations and details in a text to describe the key ideas.	English Language Development Standard 2: English language learners communicate informational ideas, and concepts necessary for academic success in the content area of Language Arts.	<input type="checkbox"/> I can retell ideas and details using illustrations.	<input type="checkbox"/> With teacher support- how does the picture/diagram/caption help you understand the text?  <input type="checkbox"/> What are the key ideas in the text?	Informational Text RI 1.1-8; 10 Manners; Hello, Goodbye (Alik) A Weed is a Flower: G W Carver Georgia O'Keeffe (Venerzia) Thomas Alva Edison (Mara) George Washington Carver (Bowdish)

<p>Foundational Skills -Print Concepts</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1FL.PC.1: Demonstrate understanding of the organization and basic features of print. (a) Recognize the distinguishing features of sentence such as first word capitalization, and ending punctuation.</li> </ul>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can point to the first word, capital letter, and ending punctuation of a sentence.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What is the first word in the sentence?</li> <li><input type="checkbox"/> Point to a capital letter, punctuation, and first word in the sentence.</li> </ul>	
<p>Foundational Skills –Phonological Awareness</p> <p>1.FL.PA.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>b. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words.</li> <li>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)</li> </ul>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can hear short vowel sounds in one-syllable words.</li> <li><input type="checkbox"/> I can say one-syllable words by blending sounds.</li> <li><input type="checkbox"/> I can say the beginning, middle, and end sounds in one-syllable words.</li> <li><input type="checkbox"/> I can segment the sounds in one-syllable words.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What are the sounds you hear in a word?</li> <li><input type="checkbox"/> In this word do you hear ____ sound?</li> <li><input type="checkbox"/> Tell me sounds you hear in the word_____.</li> <li><input type="checkbox"/> What are the beginning, medial, and final sound in _____ word.</li> <li><input type="checkbox"/> Say the sounds apart in this word_____.</li> </ul>	<p>Foundational skills- Phonemic Awareness</p> <p><a href="http://www.library.neuhaus.org/lessons">www.library.neuhaus.org/lessons</a></p>
<p>Phonics and Word Recognition</p> <p><b>1.FL.PWR.3</b> Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can decode regularly spelled one-syllable words.</li> <li><input type="checkbox"/> I can read and spell words with common</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How do you spell ____ word?</li> <li><input type="checkbox"/> Does this word follow the (phonics) rule_____?</li> </ul>	<p>Phonics</p> <p><a href="http://www.readwords.org/user/alignment">www.readwords.org/user/alignment</a></p>

<p>a. Know the sound-spelling correspondence for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know the final <i>-e</i> and common vowel team conventions for representing long vowel sounds, including r-controlled vowels.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>Read grade-level decodable text with purpose and understanding.</p>	<p>area of Language Arts.</p>	<p>consonant digraphs.</p> <p>I can read words with inflectional endings (-s, -ed, -ing)</p> <p>☐☐☐☐☐☐☐☐ can read sight words.</p>		<p><a href="http://www.readinga-z.com/commoncore/?grade1">www.readinga-z.com/ commoncore/?grade1</a></p>
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Fluency

English Language Development

I can locate these parts of a book - front and back cover, title, author and illustrator.

Decodable and Sight Word Readers

<ul style="list-style-type: none"><li><input type="checkbox"/> 1.FL.F.5: Read with sufficient accuracy and fluency to support comprehension.</li><li><input type="checkbox"/> (a) Read grade level text with purpose and understanding.</li><li><input type="checkbox"/> (b) Read grade level text orally with accuracy, appropriate rate, and expression on successive readings.</li><li><input type="checkbox"/> (c) Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</li></ul>	<p>Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>		<ul style="list-style-type: none"><li><input type="checkbox"/> Why did you choose this book? What did you learn from the story you read?</li><li><input type="checkbox"/> Are you a fluent reader who uses reading strategies?</li><li><input type="checkbox"/> (What are the traits for a good reader?</li><li><input type="checkbox"/> What/who is the _____ of this book?</li><li><input type="checkbox"/> Show me the _____.</li></ul>	<p><a href="http://www.starfall.com">www.starfall.com</a></p> <p><a href="http://www.readingbear.org">www.readingbear.org</a></p> <p><a href="http://www.readinga-z.com">www.readinga-z.com</a></p> <p><a href="http://www.learningpage.com">www.learningpage.com</a></p> <p><a href="http://www.readingrockets.org">www.readingrockets.org</a></p> <p><a href="http://www.readinglady.com">www.readinglady.com</a></p> <p><a href="http://www.readworks.org/books/readaloud">www.readworks.org/books/readaloud</a></p>
				<p>Decodable readers by level- Scott Foresman, Rigby, etc.</p> <p><a href="#">_____</a></p> <p><a href="#">_____</a></p> <p><a href="#">_____</a></p> <p>Graphic Organizers for Writing</p> <p><a href="#">_____</a></p> <p><a href="#">_____</a></p>

				<a href="http://www.superteacherworksheets.com/"><u>www.superteacherworksheets.com/</u></a> graphic-organizers.html
<input type="checkbox"/> 1.W.TTP.2 With prompting and support write informative/explanatory texts naming a topic, supplying some facts about the topic, and providing some sense of closure.	English Language Development Standard 2: English language learners communicate informative ideas, and concepts necessary for academic success in the content area of Language Arts.	<input type="checkbox"/> I can write an informative text that includes the topic, some facts, and a closure statement.	<input type="checkbox"/> How can you write to introduce an informative/explanatory topic, supply some facts, and provide closure?	
<input type="checkbox"/> 1.W.TTP.3: With prompting and support write narrative recounting an event, including some details to describe actions, thoughts and feelings; use time order words to signal event order and provide some sense of closure.	English Language Development Standard 2: English language learners communicate informative ideas, and concepts necessary for academic success in the content area of Language Arts.	<input type="checkbox"/> I can write a narrative piece. My piece will include: Details about what happened Begin using words to signal event order (first, next, last) Understanding of the concept of a closing sentence.	<input type="checkbox"/> What planning tools can you use to help the reader understand the sequence of events? <input type="checkbox"/> How can you write about a story or events, with details, order and closure?	
Production and Distribution of Writing <input type="checkbox"/> 1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.	English Language Development Standard 2: English language learners communicate informative ideas, and concepts necessary for academic success in the content area of Language Arts.	<input type="checkbox"/> I can use suggestions from adults and peers to improve my writing.	<input type="checkbox"/> How do good writers improve their writing?	
Speaking and Listening-Comprehension & Collaboration	<input type="checkbox"/> S.1-2.8 Use logically	<input type="checkbox"/> I can participate in	<input type="checkbox"/> How do you have a	UNIT 2- ANIMALS & HABITATS Art- SL

<p>1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1<sup>st</sup> grade topics and texts.</p>	<p>connected language and discuss implied</p>	<p>discussions using appropriate speaking,</p>	<p>discussion with another peer?</p>	<p>Snail (Matisse)</p>
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<ul style="list-style-type: none"> <li>• <b>1.SL.CC.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> </ul>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li>• I can ask and answer questions in response to a speaker or read-aloud.</li> <li>• I can ask and answer questions to clarify information.</li> </ul>	<ul style="list-style-type: none"> <li>□ What questions do you have about the key details in a text you have read or heard?</li> <li>□ Why do good readers ask questions while they read or listen to a text?</li> <li>□ What questions do you have about the information presented by the speaker?</li> <li>□ Why do good listeners ask questions about information provide?</li> </ul>	<p>Two Squirrels- (Duher)  Cat and Bird (Klee)  Untitled Horse (Rothenberg)  The Flamingos (Rousseau)  I and the Village (Chagall)</p> <p>UNIT 3 LIFE LESSONS</p> <p><u>Art- SL1.1-7</u>  Red Poppies (O'Keefe)  Two Calla Lilies on Pink (O'Keefe)</p>

<p><b>1.FL.SC.6</b> Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>a. Use common, proper, and possessive nouns.</p> <p>b. Use singular and plural nouns with correct verbs in basic sentences.</p> <p>c. Use personal, possessive, and indefinite pronouns. (e.g., I, me, they, them, their, etc.)</p> <p>d. Use verbs to convey a sense of past, present, and future.</p> <p>e. Use frequently occurring adjectives.</p> <p>f. Use frequently occurring conjunctions. (e.g., <i>and, but, or, so, because</i>)</p> <p>g. Use articles and demonstratives.</p> <p>h. Use frequently occurring prepositions such as <i>during, beyond, and toward</i>.</p> <p>i. Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>j. Capitalize names of people and dates.</p> <p>k. End sentences with correct punctuation.</p> <p>l. Use commas in dates and to separate single words in a series.</p>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can print upper and lowercase letters legibly.</li> <li><input type="checkbox"/> I can capitalize the first word in a sentence, the pronoun, I , and names of people.</li> <li><input type="checkbox"/> I can use singular</li> <li><input type="checkbox"/> I can speak in complete sentences.</li> <li><input type="checkbox"/> I can write a simple sentence that expresses a complete idea in response to a prompt.</li> <li><input type="checkbox"/> I can produce simple declarative and interrogative sentences.</li> <li><input type="checkbox"/> I can write or talk about the past, present, and future by using verbs.</li> <li><input type="checkbox"/> I can use pronouns like, I, me, my, they, them, their.</li> <li><input type="checkbox"/> I can use common adjectives and adverbs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What conventions do we use when writing and speaking to ensure understanding?</li> <li><input type="checkbox"/> printing letters?</li> <li><input type="checkbox"/> common, proper and possessive nouns?</li> <li><input type="checkbox"/> Singular and plural nouns with matching verbs?</li> <li><input type="checkbox"/> personal, possessive and indefinite pronouns?</li> <li><input type="checkbox"/> verbs to convey past, present future?</li> <li><input type="checkbox"/> frequently occurring adjectives?</li> <li><input type="checkbox"/> ...frequently occurring conjunctions?</li> <li><input type="checkbox"/> ...determiners?</li> </ul>	<p>Language Conventions</p> <p><a href="http://www.fcrr.org/studentactivities/01.htm">www.fcrr.org/studentactivities/01.htm</a></p>
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		<ul style="list-style-type: none"> <li><input type="checkbox"/> I can use common linking words like and, but or, so and because.</li> <li><input type="checkbox"/> I can combine words such as the,a,this and that with other words.</li> <li><input type="checkbox"/> I can combine words such as during, beyond, and toward with other words.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...frequently occurring prepositions?</li> </ul>	
<p>Vocabulary Acquisition and Use</p> <p><b>1.FL.VA.7a</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ii. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>iii. Identify frequently occurring root words and their inflectional forms.</p>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can determine the meaning of a word or phrase by looking for clues in a sentence.</li> <li><input type="checkbox"/> I can use parts of a word I recognize as clues to the meaning of the word.</li> <li><input type="checkbox"/> I can understand different versions of the same word such as look, looks, looking,</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How do we use sentence-level context as a clue to word or phrase meaning?</li> <li><input type="checkbox"/> How do we use root words and their inflectional forms to determine word and phrase meaning?</li> </ul>	<p>L.1.4-6 Vocabulary interactives</p> <p><a href="http://www.vocabularya-z.org">www.vocabularya-z.org</a></p>

<p><b>1.FL.VA.7b</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>i. Sort words into categories to gain a sense of the concepts the categories represent.</p> <p>ii. Define words by category and by one or more key attributes.</p> <p>iii. Identify real-life connections between words and their use.</p> <p>iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.</p>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li>• I can recognize and use grade-appropriate vocabulary within context.</li> <li>• I can sort words into categories.</li> <li>• I can define one word by listing other words that describe it.</li> <li>• I can provide real-world examples of words.</li> <li>• I can describe how similar verbs or adjectives have slightly different meanings.</li> <li>• I can use roots and their inflectional forms (look, looks, looking)</li> <li>• I can choose or act out verbs or adjectives by shades of meaning.</li> </ul>	<ul style="list-style-type: none"> <li>□ How does figurative language and word relationship help in understanding word meanings?</li> <li>□ How does sorting words in to categories help gain a sense of word concepts?</li> <li>□ How does defining words by key attributes help understanding word relationships?</li> <li>□ How does identifying real-life connections between words help with word understanding?</li> <li>□ How does distinguishing shades of meaning among verbs and adjectives help with understanding word nuances?</li> </ul>	
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**Figure A: The English Language Development Standards**

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