

**MSD English Language Learners'
Curriculum Map**

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Content/Topic	Observable Proficiencies/Skills	NJCCCS	WIDA Model Performance Indicators of English Language Proficiency
Writing Standard 3.2	Strand A: Writing as a Process		
How do good writers plan before writing?	Generate ideas for writing: hearing stories, recalling experiences, brainstorming, and drawing. Examine books that model various genres of writing. Observe the modeling of writing. Use graphic organizers to assist with planning writing.	3.2 A.1 3.2 A.2 3.2 A.6	Level 1 (Entering) - Generate a list of words and drawings related to topic for writing and revision with a partner. Level 2 (Beginning) - Use illustrations to generate phrases or simple sentences to be used for story telling and revisions with a partner. Level 3 (Developing) - Use graphic organizers to organize thoughts to be used for writing and revision with a partner. Level 4 (Expanding) - Create a web of descriptive sentences to be used in paragraphs and for revisions with a partner.
What does a good first draft look like?	Begin to develop an awareness of simple story structures and author’s voice. Use sentences to convey ideas in writing. Maintain the use of a basic writing process to develop writing. Compose readable first drafts. Use everyday words in appropriate written context.	3.2 A.3 3.2 A.4 3.2 A.5 3.2 A.7 3.2 A.8	
What are some strategies good writers can use to revise their first drafts?	Reread drafts for meaning, to add details, and to improve correctness. Focus on elaboration as a strategy for improving writing. Participate with peers to comment on and react to each other’s writing.	3.2 A.9 3.2 A.10 3.2 A.11	
How do good writers edit their first drafts?	Use a simple checklist to improve elements of own writing. Use computer writing applications during some parts of the writing process.	3.2 A.12 3.2 A.13	

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Writing Standard 3.2	Strand B: Writing as a Product		
How do good writers write for different purposes?	Produce stories from personal experiences. Produce a narrative with a beginning, middle, and end. Write nonfiction pieces, such as letters, procedures, biographies, or simple reports.	3.2 B.2 3.2 B.3 3.2 B.4	Level 1 (Entering) - Trace, copy, or produce words about self using models and pictures. Level 2 (Beginning) - Make lists for varying purposes using models and pictures. Level 3 (Developing) - Relate facts or story events in a sequential order using models and pictures.
What do good writers do with their finished products?	Produce finished writing to share with classmates and/or for publication. Organize favorite work samples in a writing folder or portfolio.	3.2 B.1 3.2 B.5	Level 4 (Expanding) - Produce fiction or non-fiction writing using details and transitions, with the aid of models and pictures.
Writing Standard 3.2	Strand C: Mechanics, Spelling and Handwriting		
What does a good writing product look like?	Use correct end point punctuation. Apply basic rules of capitalization. Use correct spelling of some high frequency words. Apply sound/symbol relationships to writing words. Recognize and apply basic spelling patterns. Write legibly to meet district standards.	3.2 C.1 3.2 C.2 3.2 C.3 3.2 C.4 3.2 C.5 3.2 C.6	Level 1 (Entering) - Identify basic conventions or mechanics in text. Level 2 (Beginning) - Differentiate uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or question marks). Level 3 (Developing) - Relate when to use conventions or mechanics in illustrated passages. Level 4 (Expanding) - Revise illustrated paragraphs with a partner according to use of specified conventions or mechanics.

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Writing Standard 3.2 Strand D: Writing Forms, Audiences and Purposes			
How does a good writer write for different purposes?	Create written texts for others to read. Generate ideas and write on topics in forms appropriate to science, social studies, or other subject areas. Use writing as a tool for learning self-discovery and reflection. Use reading and technology to support writing.	3.2 D.1 3.2 D.2 3.2 D.3 3.2 D.4	Level 1 (Entering) - Draw and label from real-life observations, experiences, technology, or pictures. Level 2 (Beginning) - Draw and describe physical attributes from real-life observations, experiences, technology, or pictures.
What different forms can good writing take?	Write in a variety of simple genres to satisfy personal, academic, and social needs, such as letters, plays, procedures, biographies, or simple reports.	3.2 D.5	Level 3 (Developing) - Compare attributes from real-life observations, experiences, technology or pictures, using graphic support. Level 4 (Expanding) - Rewrite notes or make comparisons from real-life observations or experiences to produce sentences or paragraphs to share with a group.
Speaking Standard 3.3 Strand A: Discussion			
How do learners participate in an effective discussion?	Elaborate on experiences and ideas. Begin to stay focused on a topic of discussion. Offer personal opinions related to topics of discussion. Wait their turn to speak.	3.3 A.1 3.3 A.2 3.3 A.3 3.3 A.4	Level 1 (Entering) - Answer yes/no or choice questions about personal opinions and experiences with a partner. Level 2 (Beginning) - Share personal opinions and experiences with a partner. Level 3 (Developing) - Paraphrase or combine personal opinions and experiences in a conversation with a partner. Level 4 (Expanding) - Give reasons for personal opinions and experiences in a conversation with a partner.

KEY: C = Comprehension Goal T = Tool (Cognitive Strategy) M = Metacognitive Strategy
Upper case and numeral match NJCCC. Lower case denotes Morris School District standards.

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Speaking Standard 3.3	Strand B: Questioning (Inquiry) and Contributing		
How do learners demonstrate understanding through questioning and contributing?	Ask for explanation to clarify meaning. Respond to ideas posed by others. Restate to demonstrate understanding. Identify a problem and simple steps for solving the problem.	3.3 B.1 3.3 B.2 3.3 B.3 3.3 B.4	Level 1 (Entering) - Respond to everyday oral requests or questions from a partner. Level 2 (Beginning) - Make requests, ask questions, or state reactions to everyday events, situations, or cultural experiences with a partner. Level 3 (Developing) - Describe everyday events and situations, and recount solutions to common problems that arise, in small groups. Level 4 (Expanding) - Elaborate using details or examples to explain problem solving, reactions to events, situations, or cultural experiences.
Speaking Standard 3.3	Strand C: Word Choice		
How do learners identify and use new vocabulary?	Use new vocabulary learned from literature and classroom experiences. Recognize and discuss how authors use words to create vivid images.	3.3 C.1 3.3 C.2	Level 1 (Entering) - Name vocabulary depicted in illustrated stories. Level 2 (Beginning) - Describe vocabulary supported by illustrations and context clues with a partner. Level 3 (Developing) - Use new vocabulary to discuss storylines, issues, or conflicts in illustrated stories. Level 4 (Expanding) - Discuss opinions in a small group about a familiar author's work.

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Speaking Standard 3.3	Strand D: Oral Presentation		
How does a learner effectively present to an audience?	Participate in a dramatization or role play. Begin to understand the importance of looking at a speaker. Talk about an experience or work sample in front of a small group.	3.3 D.1 3.3 D.2 3.3 D.3	Level 1 (Entering) - Follow along with classmates in role play activities modeled and described orally (e.g., gestures for songs). Level 2 (Beginning) - Role play familiar, every day activities modeled in illustrated books read by teachers in small groups. Level 3 (Developing) - Role play characters in plays, videos, or illustrated stories read by teachers in small groups. Level 4 (Expanding) - Reenact scenes in plays, videos, or illustrated stories read by teachers in small groups.
Listening Standard 3.4	Strand A: Active Listening		
How do learners actively listen?	Listen critically to identify main ideas and supporting details. Begin to distinguish between types of speech (e.g., a joke, a chat, a warning). Listen and contribute to class discussions.	3.4 A.1 3.4 A.2 3.4 A.3	Level 1 (Entering) - Identify character or setting from a story read aloud with visual support. Level 2 (Beginning) - Use graphic organizers with visual support to describe characters, setting, or events from a story read aloud. Level 3 (Developing) - Sequence story events with visually supported text by beginning, middle, and end. Level 4 (Expanding) - Match transition words or phrases (e.g., finally) with sequence, main ideas, or details in modified grade-level stories.

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Listening Standard 3.4	Strand B: Listening Comprehension		
How do learners demonstrate listening comprehension?	Follow one- and two- step oral directions. Develop a strong listening vocabulary to aid comprehension and oral and written language growth.	3.4 B.1 3.4 B.2	Level 1 (Entering) - Follow one-step oral directions according to simple commands using manipulatives or real-life objects. Level 2 (Beginning) - Follow one-step oral directions according to complex commands using manipulatives or real-life objects. Level 3 (Developing) - Follow two-step oral directions by comparing them with visual cues, non-verbal cues, or modeling. Level 4 (Expanding) - Follow two-step oral directions without visual or non-verbal support and check with a peer.
Viewing Standard 3.5	Strand A: Constructing Meaning		
How do learners construct meaning when viewing various media?	Speculate about characters, events, and settings in books, film, and television. Recognize that media messages are created for a specific purpose (e.g., to inform, entertain, persuade). Use graphs and charts to report data. Recognize the work of a favorite illustrator	3.5 A.1 3.5 A.2 3.5 A.3 3.5 A.4	Level 1 (Entering) - Answer yes/no questions to distinguish between characters, events, and settings found in various media. Level 2 (Beginning) - Answer wh- questions about characters, events, and settings found in various media. Level 3 (Developing) - Describe pictures of characters, events, and settings found in various media. Level 4 (Expanding) - Compare and contrast characters, events, and settings found in various media.