

Content-Based ESL Curriculum Map

Grade Span: 5-6

Proficiency Level: Transitioning

Month	Student Profiles/Learning Goals	Student Learning Outcomes L = Listening R = Reading S = Speaking W = Writing)		Planned Assessments/ Student Work Products	Content-Area and Targeted Vocabulary
September	<p>Avenues Series The Statue of Liberty pages 300 – 328 A Picnic in October by Eve Bunting Dreaming of America An Ellis Island Story Eve Bunting Going Home Eve Bunting A Nation of Immigrants Angelina Ixtlahuac</p>	L	Identifies details that support a main idea in a literary or informational text that is heard.	<p>-Role play with social language -Label objects with 80% accuracy -Teacher observation and teacher generated worksheets. -Students will write a small “book” about their “Coming to America”</p>	<p>Students will learn about coming to America, the Statue of Liberty and Ellis Island. Key Vocabulary Journey Statue of Liberty Island Respectful Understand Immigrant Ferry Picnic October Licorice sticks Brava Bella Italian Homesick passport ELA Characters Setting Realistic fiction Illustrations Social Studies Old country/HOME New York City Veterans Foreign Wars</p>
		S	Requests, clarifies, and restates information to enhance understanding in social interactions. Responds to factual and inferential questions based		
		R	Identifies and provides supporting details about a character’s traits, emotions, and/or motivations.		
		W	Organizes ideas in logical order for expository writing.		

Content-Based ESL Curriculum Map

Grade Span: 5-6

Proficiency Level: Transitioning

Month	Student Profiles/Learning Goals	Student Learning Outcomes L = Listening R = Reading S = Speaking W = Writing)		Planned Assessments/ Student Work Products	Content-Area and Targeted Vocabulary
October	<p>Continued: Avenues Series The Statue of Liberty pages 300 – 328 A Picnic in October by Eve Bunting Continue discussion about immigration with several supplementary story books. Including but not limited to stories about Ellis Island. Book: Ellis Island American Symbols and Their Meanings by Hal Marcovitz Students can write/tell their own stories about immigration.</p>	L	Understands most interpersonal and classroom interactions and discussions, which when clarification is given.	<p>-Creation of a word wall related to immigration -Teacher directed T/F questions after reading aloud a short story about Ellis Island. -Students highlight factual elements of story -Students write descriptive words related to things that are about coming to America! (use dictionary)</p>	<p>Science: Autumn Seasons Oceans MEPA</p>
S	Requests, clarifies, and restates information to enhance understanding in social interactions. Responds to factual and inferential questions based on academic content.				
R	Identifies and provides supporting details about a character’s traits, emotions, and/or motivations.				
W	Organizes ideas in logical order for expository writing.				

Content-Based ESL Curriculum Map

Grade Span: 5-6

Proficiency Level: Transitioning

Month	Student Profiles/Learning Goals	Student Learning Outcomes L = Listening R = Reading S = Speaking W = Writing)		Planned Assessments/ Student Work Products	Content-Area and Targeted Vocabulary
November	Avenues Series: Rosa Maria’s MICE and BEANS by Pam Munoz Ryan Illustrated by Joe Cepeda Page 368 – 402	L	Understands common words with multiple meanings and frequently used synonyms and antonyms.	-Complete a key words traditions Venn diagram and share with partner Make a chart listing the characters actions. Divide the chart into reality and fantasy. -Students highlight factual elements of story Talk It Over Questions pg.399 Using the Internet: Research celebrations (or maybe your own culture) and research the celebrations history, foods, games, decorations, stories, music and dances. Share what you have learned with the class. Written form with photos/pictures if possible.	Students will learn about preparing for a dinner party and planning a menu. Key Vocabulary Prepare Meal Important Menu Forget Helpful Possible Remember Dinner party Duplicate Instance Ecstasy ELA: Genre Fantasy Reality Characters Setting Science: Food Pyramid Healthy foods
		S	Participates in limited discussions, using appropriate and adequate words and phrases. Expresses own opinions, preferences, and wishes Constructs original oral statements, using basic and complex sentence structures Identifies and provides		
		R	Identifies and provides supporting details about a character’s traits, emotions, and/or motivation.		

Content-Based ESL Curriculum Map

Grade Span: 5-6

Proficiency Level: Transitioning

Month	Student Profiles/Learning Goals	Student Learning Outcomes		Planned Assessments/ Student Work Products	Content-Area and Targeted Vocabulary
		L = Listening R = Reading S = Speaking W = Writing)			
		W	Organizes ideas in logical order for expository writing. Writes a multi-paragraph composition with clear topic development and some supporting detail.		
December	CONTINUED: Avenues Series: Rosa Maria’s MICE and BEANS by Pam Munoz Ryan Illustrated by Joe Cepeda Page 368 – 402	L	Understands most interpersonal and classroom interactions and discussions, which when clarification is given.	-Complete a key words traditions Venn diagram and share with partner -Listening Assessment	
		S	Requests, clarifies, and restates information to enhance understanding in social interactions. S.3.39 Responds to factual and inferential question		
		R	Identifies and provides supporting details about a character’s traits, emotions, and/or motivations.		
		W	Organizes ideas in logical order for expository writing.		
January	Avenues Series: Faraway Home by Jane Kurtz Illustrated by E.B.Lewis Page 432 - 459 Students will acquire an extensive vocabulary through wide reading and systematic word study	L	Understands most interpersonal and classroom interactions and discussions, which when clarification is given. Identifies details that support a main idea in a literary or informational text that is heard.	Talk It Over questions Page 454 Act Out a Scene: What do you think Desta’s father will do while he is in	Students will learn about taking care of family members when you live faraway and family obligations. Key Vocabulary:

Content-Based ESL Curriculum Map

Grade Span: 5-6

Proficiency Level: Transitioning

Month	Student Profiles/Learning Goals	Student Learning Outcomes L = Listening R = Reading S = Speaking W = Writing)		Planned Assessments/ Student Work Products	Content-Area and Targeted Vocabulary
	<p>Students will draw on experiences to bring meaning to words in context, such as interpreting idioms and slang. Students will use reference sources such as dictionaries to locate the meanings of unfamiliar words.</p>	S	Understands specific information heard in an academic context	<p>Ethiopia? With a partner, role-play a new scene for the story. Present your scene to the class. Write a story about your own family and maybe at some time when one of your family members had to go to their homeland to take care of a sick relative. With a partner, role-play a new scene for the story. Present your scene to the class. Write a story about your own family and maybe at sometime when one of your family members had to go to their homeland to take care of a sick relative.</p>	<p>ELA: Genre/Realistic fiction Characters Setting Faraway Imagine Envelope Strange Proud Leave Special letter Crawling Wind chime Fireplace Clicks Science: Flamingos Sugarcane Stomach Hungry Electricity Darkness Shivers Hyenas Bones Grain Ground</p>
R	Identifies imagery in a literary text. Identifies and explains one of multiple perspectives on a given event				
W	Selects words that add variety and detail to a writing task. Organizes ideas in logical order for expository writing.				
February	<p>CONTINUED: Avenues Series: Faraway Home by Jane Kurtz Illustrated by E.B.Lewis Page 432 - 459 (February school vacation)</p>	L	<p>Understands most interpersonal and classroom interactions and discussions, which when clarification is given. Identifies details that support a main idea in a literary or informational text that is heard.</p>	<p>Writing assessment Listening Assessment</p>	

Content-Based ESL Curriculum Map

Grade Span: 5-6

Proficiency Level: Transitioning

Month	Student Profiles/Learning Goals	Student Learning Outcomes		Planned Assessments/ Student Work Products	Content-Area and Targeted Vocabulary
		L = Listening R = Reading S = Speaking W = Writing)			
		S	Understands specific information heard in an academic context		
		R	Identifies imagery in a literary text. Identifies and explains one of multiple perspectives on a given event		
		W	Selects words that add variety and detail to a writing task. Organizes ideas in logical order for expository writing.		
March	The Gifts of Words A Collection of Poems Avenues Series pg 462-475	L	Identifies details that support a main idea in a literary or informational text that is heard.	Introduce basic poetry and allow students to create their own poetry on a variety of topics and styles. Illustrations to complete selection.	Students will learn about forms of poetry. MEPA MCAS Key Vocabulary: Poems Ideas Language Stories Explain feelings Stanzas Divide
		S	Responds to factual and inferential questions based on academic content States a position and supports/justifies it		
		R	Identifies imagery in a literary text. Identifies and explains one of multiple perspectives on a given event		

Content-Based ESL Curriculum Map

Grade Span: 5-6

Proficiency Level: Transitioning

Month	Student Profiles/Learning Goals	Student Learning Outcomes L = Listening R = Reading S = Speaking W = Writing)		Planned Assessments/ Student Work Products	Content-Area and Targeted Vocabulary
		W	Selects words that add variety and detail to a writing task.		Beat Rhythm Rhyme Inference Hem Blurred Slipped
April	Avenue Series: Gluskabe and Old Man Winter By Joseph Bruchac Illustrated by Pablo Torrecilla Pages 184 – 213 Genre: Play (April School Vacation)	L	Identifies details that support a main idea in a literary or informational text that is heard. Understands specific information heard in an academic context.	Strategy: Problem and Solution Think and Respond assignment Make a chart Talk It Over Questions page 207 Research on the internet other Native American legends. Make a chart. Decide which legend you like best and which you like least. Share your ideas orally with the class.	Students will learn about a “play” and how to read a script. Key Vocabulary: Stranger Suffered Refused Dangerous Greedy ELA: Characters Setting Play story acted Read Scenes
S	Makes informal presentations that have a recognizable organization (e.g., sequence) Understands specific information heard in an academic context				
R	Identifies and provides supporting details about a character’s traits, emotions, and/or motivations.				

Content-Based ESL Curriculum Map

Grade Span: 5-6

Proficiency Level: Transitioning

Month	Student Profiles/Learning Goals	Student Learning Outcomes L = Listening R = Reading S = Speaking W = Writing)		Planned Assessments/ Student Work Products	Content-Area and Targeted Vocabulary	
		W	Selects words that add variety and detail to a writing task. Organizes ideas in logical order for expository writing.		Science: Water Evaporates Oceans Lakes Rivers Sun Heat Earth Axis Seasons Weather Melt Social Studies: Northern Hemisphere Southern Hemisphere Equator	
May	CONTINUED: Avenue Series: Gluskabe and Old Man Winter By Joseph Bruchac Illustrated by Pablo Torrecilla Pages 184 – 213	L	Identifies details that support a main idea in a literary or informational text that is heard. Understands specific information heard in an academic context.	Write your own legend about your own culture and or write an original legend about a Indian tribe.		
		S	Makes informal presentations that have a recognizable organization (e.g., sequence) Understands specific information heard in an academic context			
		R	Identifies and provides supporting details about a character’s traits, emotions, and/or motivations.			

Content-Based ESL Curriculum Map

Grade Span: 5-6

Proficiency Level: Transitioning

Month	Student Profiles/Learning Goals	Student Learning Outcomes		Planned Assessments/ Student Work Products	Content-Area and Targeted Vocabulary
		L = Listening R = Reading S = Speaking W = Writing)			
		W	Selects words that add variety and detail to a writing task. Organizes ideas in logical order for expository writing.		
June	CONTINUED:Avenue Series: Gluskabe and Old Man Winter By Joseph Bruchac Illustrated by Pablo Torrecilla Pages 184 - 213	L	Identifies details that support a main idea in a literary or informational text that is heard. Understands specific information heard in an academic context.	Listening Assessment Writing sample	
		S	Makes informal presentations that have a recognizable organization (e.g., sequence) Understands specific information heard in an academic context		
		R	Identifies and provides supporting details about a character's traits, emotions, and/or motivations.		
		W	Selects words that add variety and detail to a writing task. Organizes ideas in logical order for expository writing.		