



West Windsor-Plainsboro Regional School District
Kindergarten Dual Language Immersion
Spanish Language Arts

Reading Unit	
Content Area: Language Arts & World Language	
Course & Grade Level: Kindergarten DLI Spanish Language Arts	
Summary and Rationale	
<p>Educators empower children by helping them learn to read. Reading is an act of empowerment because reading allows a person to investigate the world, engage the imagination, and grow in knowledge. Since literacy is foundational to all learning, this unit undergirds all other units in the Kindergarten curricula. This unit invites kindergarten students in the Dual Language Immersion program to act and feel like readers, even though their reading may not yet be conventional. Kindergarten is the first year of Language Arts education for West Windsor-Plainsboro students, so it is essential that kindergarteners learn the routines and procedures of the reading workshop. Students should also gain familiarity with different types of print, receive an introduction to good reading habits, and learn strategies that all readers can use to support their reading. Ultimately, this unit will support students' learning throughout the day as they encounter a myriad of print types and learn to listen, ask and answer questions, and talk with others about the texts that they read.</p>	
Recommended Pacing	
Year long; embedded within all DLI subjects, especially Science and Social Studies.	
State Standards	
<p>Standard 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
CPI #	Cumulative Progress Indicator (CPI)
Progress Indicators Reading Literature Text	
RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.8	(Not applicable to literature)

RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10	Actively engage in group reading activities with purpose and understanding.
Progress Indicators for Reading Informational Text	
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.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in 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).
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10	Actively engage in group reading activities with purpose and understanding.
Progress Indicators for Reading Foundation Skills	
RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
	A. Read emergent-readers with purpose and understanding.
	B. Read grade level text for purpose and understanding.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CT.3	Use a variety of types of thinking to solve problems
New Jersey Student Learning Standards for Computer Science and Design Thinking	
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
Interdisciplinary Standards: Social Studies	

6.1.2.CivicsPI.4:	Explain how all people, not just official leaders, play important roles in a community.
6.1.2.CivicsPI.5:	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
6.1.2.CivicsPD.1:	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPR.3:	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
6.1.2.CivicsCM.3:	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.Geo.GI.1:	Explain why and how people, goods, and ideas move from place to place.
6.1.2.Geo.GI.2:	Use technology to understand the culture and physical characteristics of regions.
6.1.2.HistorySE.1:	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Instructional Focus

Unit Enduring Understandings

- Reading is a superpower!
- We read to learn about the world and to learn about ourselves.
- Reading is a meaning-making, problem-solving activity.
- Readers use strategies to decode words, monitor for meaning, and make corrections as they read.
- Readers communicate with others about what they read.
- Readers actively engage with many kinds of texts with purpose and understanding, even when they don't yet know how to read the words.
- Readers read and re-read many books on a variety of topics and across genres.

Unit Essential Questions

- Why do people read?
- What do wise and respectful readers do when they are reading?
- What types of texts do people read?
- How are fiction and nonfiction texts similar? How are they different?
- What can readers do when they don't yet know how to read words or when they don't understand what they are reading?
- How can people grow to become even stronger readers?

Objectives

Students will know:

- The classroom community has shared routines, procedures, and expectations for readers
- There are many different types of texts in our library
 - Fiction, non-fiction, texts in different genres
- There are several "superpowers" (or reading strategies) that students can use to help them when they are reading

- After reading something, students can share their learning with others so that even more people can enjoy the text and learn from the text

With prompting and support, students will be able to:

- Follow the routines, procedures and expectations of readers in a kindergarten reading workshop
- Interact with texts even without knowing how to read all of the words
- Use concepts of print to begin to read
- Read high-frequency words with fluency and confidence
 - Words such as: yo/tú, no, es/soy, veo, tiene/tengo, puedo, me gusta, necesito, quiero, hoy, voy/vamos, muy, mucho, grande, pequeño, el/la, y, mi, sé, dice, persona
- Use all of the strategies they know to solve words as they read
- Use reading “superpowers” or strategies to help them when they don’t understand the text
- Share thoughts and ideas about texts they have read and heard with a partner
- Retell a story or retell information from a book they have heard or read

Evidence of Learning

Assessment:

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines. During each common, formative, and summative assessment, teachers will provide [accommodations](#) and alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.

- Formative Assessment
- Summative Assessment
- Alternative Assessment
- Benchmark Assessment

Resources

Suggested Resources:

- Estrellita: Accelerated Beginning Spanish Reading. <https://estrellita.com/k1/>
- RAZ Kids Library and RAZ [Spanish High Frequency Word Books](#) - RAZ (Reading A-Z)
 - Collection A
- Ford, K., & Palacios, R. (2015). Early Literacy Instruction in Spanish: Teaching the Beginning Reader. Retrieved July 11, 2020, from <https://www.colorincolorado.org/article/early-literacy-instruction-spanish-teaching-beginning-reader>
- Calkins, L. (2001). The Art of Teaching Reading. Longman. Calkins, L. (2015). A Guide to the Reading Workshop: Primary Grades. Heinemann.
- Louis, N. (2013). We Are Readers. Heinemann.
- Nichols, M. (2006). Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop. Heinemann.
- Pinnell, G.S. & Fountas, I. C. (2011). The Continuum of Literacy Learning: A Guide to Teaching: Grades PreK-2. Heinemann.
- Serravallo, J. & Goldberg, G. (2007). Conferring With Readers: Supporting Each Student’s Growth & Independence. Heinemann.

Writing Unit	
Content Area: Language Arts & World Language	
Course & Grade Level: Kindergarten DLI Spanish Language Arts	
Summary and Rationale	
<p>Writers write. In learning how to write, students gain a stronger voice in this world. In the Kindergarten Dual Language Immersion program, our students are invited to write (or draw, or attempt to write) right from the start. This unit is designed to help kindergartners learn to write with independence, confidence, and stamina in a writing workshop. Teachers will help kindergartners to learn routines and procedures that support their writing across several genres, such as scientific writing, procedural writing, informational writing, persuasive writing, and storytelling. Because writing is a tool that is used across all academic disciplines, this unit will be embedded throughout the day all year long.</p>	
Recommended Pacing	
Year long; embedded within all DLI subjects, especially Science and Social Studies.	
State Standards	
<p>Standard 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
CPI #	Cumulative Progress Indicator (CPI)
Progress Indicators for Writing	
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
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.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.4	(Begins in grade 3)
W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.K.9	(Begins in grade 4)
W.K.10	(Begins in grade 3)
Conventions of Standard English [Spanish]	
L.K.1	Demonstrate command of the conventions of standard [Spanish] grammar and usage when writing or speaking.
	A Print many upper- and lowercase letters.
	B Use frequently occurring nouns and verbs.
	C Form regular plural nouns orally [...].
	D Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
	E Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
	F Produce and expand complete sentences in shared language activities.
L.K.2	Demonstrate command of the conventions of standard [Spanish] capitalization, punctuation, and spelling when writing.
	A Capitalize the first word in a sentence [...].
	B Recognize and name [...] punctuation.
	C Write a letter or letters for most consonant and [...] vowel sounds (phonemes).
	D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Career Readiness, Life Literacies, and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CT.3	Use a variety of types of thinking to solve problems
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in

	order to solve problems individually and collaborate and to create and communicate knowledge
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CT.3	Use a variety of types of thinking to solve problems
New Jersey Student Learning Standards for Computer Science and Design Thinking	
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
Interdisciplinary Standards: Social Studies	
6.1.2.CivicsPI.4:	Explain how all people, not just official leaders, play important roles in a community.
6.1.2.CivicsPI.5:	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
6.1.2.CivicsPD.1:	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPR.3:	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
6.1.2.CivicsCM.3:	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.Geo.GI.1:	Explain why and how people, goods, and ideas move from place to place.
6.1.2.Geo.GI.2:	Use technology to understand the culture and physical characteristics of regions.
6.1.2.HistorySE.1:	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● We are writers, and we are all part of a writing community. ● There are many ways to share our voice through writing. ● Writers study the work of other authors to learn about writing. ● Writers plan before they begin writing. ● Writers write about things that they study, things that they understand, and things that they imagine. ● Writers use all that they know about words and print to make their writing easy to read. ● Writers write, add more to their writing, and revise their work to help their readers learn and enjoy the text. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Why do we write in a particular genre? ● How do writers use what they know to help them begin to write? 	

- How do writers plan their writing?
- What strategies can writers use to strengthen their writing?
- Once writers have finished writing, what can they do?
- How do writers share their work with others?
- How can writers learn from other authors' work?

Objectives

Students will know:

- The classroom community has shared expectations and procedures for writing
- There are many purposes for writing, and each writing genre allows students to share their voices
 - traits of scientific writing, procedural writing, informational writing, persuasive writing, and storytelling
- How to use symbols, pictures, letters and their sounds to write words, sentences, and even stories
- How to talk about their writing with partners during a writing workshop
- How to publish their written work

Students will be able to:

- Follow the routines and procedures of the writing workshop
- Write their name starting with a capital letter
- Work with a partner to practice oral narration and description
- Use all the sounds they know to write words
- Use the tools of writers to tell stories or explain ideas in pictures, letters, and/or words and phrases
- Draw pictures that match their stories or descriptions
- Edit their writing so that other people can read it easily
- Increase their stamina and volume by adding more detail to their pictures, labels, and writing
- Present their writing to a partner, and to listen to their partner share their writing
- Publish their work for an audience of their choice

Evidence of Learning

Assessment:

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines. During each common, formative, and summative assessment, teachers will provide [accommodations](#) and alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.

- Formative Assessment
- Summative Assessment
- Alternative Assessment
- Benchmark Assessment

Resources

Suggested Resources:

- Estrellita [Handwriting](#)
- Anderson, C. (2005). *Assessing Writers*. Heinemann.
- Anderson, C. (2000). *How's It Going?* Heinemann.
- Calkins, L. (1994). *The Art of Teaching Writing*. Longman.
- Calkins, L. & Hartman, A. (2013). *Launching the Writing Workshop*. Heinemann.
- Calkins, L. (2015). *A Guide to the Common Core Writing Workshop: Primary Grades*. Heinemann.

- Calkins, L. et.al. (2015). *If... Then...Curriculum: Assessment-Based Instruction for Grades K-2*. Heinemann.
- Freeman, Y. S., & Freeman, D. E. (2006). *Teaching reading and writing in Spanish and English in bilingual and dual language classrooms*. Portsmouth, NH: Heinemann.
- Pinnell, G.S. & Fountas, I.C. (2011). *The Continuum of Literacy Learning, Grades PreK-2*. Heinemann.
- Ray, K.W., & Laminack, L. (2001). *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*. NCTE.

Phonics & Word Study Unit	
Content Area: Language Arts & World Language	
Course & Grade Level: Kindergarten DLI Spanish Language Arts	
Summary and Rationale	
<p>For Dual Language Immersion students to become strong readers and writers, students must understand the relationship between sounds, letters, and words. “Becoming fully literate is absolutely dependent on fast, accurate recognition of words in texts, and fast accurate production of words in writing so that readers and writers can focus their attention on making meaning” (Bear, Invernizzi, Templeton, & Johnston, 2004, p. 4). Thus, teachers will help Kindergarteners to learn the sounds that letters make, how to blend sounds to form syllables and words, how to read and write high frequency words, and how to use all of this knowledge to begin to read and write with independence, fluency, and confidence.</p>	
Recommended Pacing	
Year long	
State Standards	
<p>Standard 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
CPI #	Cumulative Progress Indicator (CPI)
Progress Indicators for Reading Foundation Skills	
RF.K.1	Demonstrate understanding of the organization and basic features of print.
	<ul style="list-style-type: none"> ● Follow words from left to right, top to bottom, and page by page.
	<ul style="list-style-type: none"> ● Recognize that spoken words are represented in written language by specific sequences of letters.
	<ul style="list-style-type: none"> ● Understand that words are separated by spaces in print.
	<ul style="list-style-type: none"> ● Recognize and name all upper- and lowercase letters of the alphabet.
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	<ul style="list-style-type: none"> ● Recognize and produce rhyming words.
	<ul style="list-style-type: none"> ● Count, pronounce, blend, and segment syllables in spoken words.
	<ul style="list-style-type: none"> ● Blend and segment onsets and rimes of single-syllable spoken words.
	<ul style="list-style-type: none"> ● Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in [words].
	<ul style="list-style-type: none"> ● Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding

	words.
	<ul style="list-style-type: none"> • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
	<ul style="list-style-type: none"> • Associate the [...] sounds with the common spellings (graphemes) for the five major vowels.
	<ul style="list-style-type: none"> • Read high-frequency and sight words with automaticity.
	<ul style="list-style-type: none"> • Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
	A. Read emergent-readers with purpose and understanding.
	B. Read grade level text for purpose and understanding.
Career Readiness, Life Literacies, and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
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New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CT.3	Use a variety of types of thinking to solve problems
New Jersey Student Learning Standards for Computer Science and Design Thinking	
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
Interdisciplinary Standards: Social Studies	
6.1.2.CivicsPI .4:	Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsPI.5:	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
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6.1.2.CivicsPR.3:	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
6.1.2.CivicsCM.3:	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.Geo.GI.1:	Explain why and how people, goods, and ideas move from place to place.
6.1.2.Geo.GI.2:	Use technology to understand the culture and physical characteristics of regions.
6.1.2.HistorySE.1:	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Instructional Focus

Unit Enduring Understandings

- Readers and writers use all they know about words to figure out how to read, spell, and determine the meaning of unfamiliar words.
- Readers and writers recognize, analyze, and generalize patterns related to: sounds associated with letters and letter combinations, spelling, meaning, and parts of speech.
- Readers and writers use their knowledge of the principles and patterns of words throughout the day and across content areas.

Unit Essential Questions

- How can I use the sounds I hear in a word to help me write it?
- How can I use the letters I see in a word to help me read it?
- What common high frequency words can help me to read and write?
- How do readers and writers apply what they know about sounds, letters, and words as they read and write?

Objectives

Students will know:

- The relationships between sounds and letters
- That words have patterns, and those patterns can be used to help students read and write new and unfamiliar words
- How to read and write several high-frequency words
- How to combine letter sounds to create words
- That Spanish nouns are accompanied by an article (el/la/los/las)

Students will be able to:

- Produce a sound and its corresponding letter(s)
- Read a letter and produce its corresponding sound(s)
- Blend sounds/letters to create longer sounds
- Demonstrate how to join syllables together to make words (pa+to = pato; ma+no = mano)
- Sound out words and combine letters to form syllables and words

- Read and write high frequency words
 - Such as: yo/tú, no, es/soy, veo, tiene/tengo, puedo, me gusta, necesito, quiero, hoy, voy/vamos, muy, mucho, grande, pequeño, el/la, y, mi, sé, dice, persona
- Manipulate and experiment with letters, patterns, and meaning in order to become “word detectives”

Evidence of Learning

Assessment:

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines. During each common, formative, and summative assessment, teachers will provide [accommodations](#) and alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.

- Formative Assessment
- Summative Assessment
- Alternative Assessment
- Benchmark Assessment

Resources

Suggested Resources:

- Estrellita: Accelerated Beginning Spanish Reading. <https://estrellita.com/k1/>
- Estrellita [Sequence](#)
- High Frequency Words: yo/tú, no, es/soy, veo, tiene/tengo, puedo, me gusta, necesito, quiero, hoy, voy/vamos, muy, mucho, grande, pequeño, el/la, y, mi, sé, dice, persona

Note:

*Spanish word walls should always contain articles (la rana, el libro, el reloj)

Speaking, Listening, and Social Language Unit	
Content Area: Language Arts & World Language	
Course & Grade Level: Kindergarten DLI Spanish Language Arts	
Summary and Rationale	
<p>In WW-P, educators help students to “assume active roles in their communities, to face and engage global challenges and to contribute proactively toward a more peaceful, just, inclusive, and secure world” (WW-P Strategic Goal #2). Additionally, educators work to “balance [students’] physical, social, emotional and academic needs,” to promote the “well-being of the Whole Child” (WW-P Strategic Goal #3). To help our district’s Dual Language Immersion students to begin working towards these goals, we must help our students learn to speak and understand the class target language. In addition to helping our students develop appropriate speaking and listening skills, we must also help our students to quickly acquire the social language needed for basic interpersonal communication.</p>	
Recommended Pacing	
Year long	
State Standards	
<p>Standard 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
CPI #	Cumulative Progress Indicator (CPI)
Progress Indicators for Speaking and 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.
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).
B	Continue a conversation through multiple exchanges.
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

Knowledge of Language	
L.K.3	(Begins in grade 2)
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
B	Use the most frequently occurring affixes [...] as a clue to the meaning of an unknown word.
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
D	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
World Language Novice-Mid Performance Standards	
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CT.3	Use a variety of types of thinking to solve problems
New Jersey Student Learning Standards for Computer Science and Design Thinking	
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
Interdisciplinary Standards: Social Studies	
6.1.2.CivicsPI.4:	Explain how all people, not just official leaders, play important roles in a community.
6.1.2.CivicsPI.5:	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
6.1.2.CivicsPD.1:	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsP R.3:	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
6.1.2.CivicsC M.3:	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.Geo.GI. 1:	Explain why and how people, goods, and ideas move from place to place.
6.1.2.Geo.GI.2:	Use technology to understand the culture and physical characteristics of regions.
6.1.2.HistoryS E.1:	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Instructional Focus

Unit Enduring Understandings

- I use my listening ears to be a kind, active, and respectful member of my community.
- I use my voice to share my ideas, opinions, and questions as a kind, active, and respectful member of my community.
- When I don't understand someone or I don't know how to say what I want to say, I can use pictures, gestures, and visual prompts in our classroom.

Unit Essential Questions

- Why is listening important in our classroom?
- How can I use my voice to share my ideas, opinions, and questions in our classroom?
- What can I do when I don't understand someone?
- What can I do when I don't know how to say what I want to say?
- How can I be a kind, active, and respectful member of my classroom community?

Objectives

Students will know:

- Vocabulary used to greet others and introduce oneself
- School, classroom, and family vocabulary
- Memorized chunks for stating a need, expressing a preference, and sharing opinions
- Common descriptions used to add more detail (i.e. color, size, shape, texture, appearance)
- Basic interrogative words
- Common compliments
- How to use gestures, objects, visuals, and drawings to make themselves understood
- How to use multiple clues to understand someone

Students will be able to:

- Greet others
- Tell someone their name
- Identify objects and places in the classroom and school community
- Demonstrate understanding of common classroom instructions
- Share an opinion on very familiar topics
- Express preferences on very familiar topics
- Express basic needs that they may have in school
- Ask for help

- Ask a simple question related to very familiar topics
- Appropriately answer simple questions related to very familiar topics
- Describe their family (i.e. names, relationship, size)
- Explain the content of short messages that they hear, view, and read in predictable, age-appropriate materials.
- Begin to extend their descriptions, statements of preference, and expressions of opinions by adding support or more details
- Compliment a peer's work or their own work

Evidence of Learning

Assessment:

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines. During each common, formative, and summative assessment, teachers will provide [accommodations](#) and alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.

- Formative Assessment
- Summative Assessment
- Alternative Assessment
- Benchmark Assessment

Resources

Suggested Resources:

- DLI Social Language Document
- Curtain, H. I., & Dahlberg, C. A. A. (2015). *Languages and learners: Making the match: World language instruction in K-8 classrooms and beyond*. Pearson.
- Himmele, P. and Himmele, W. (2017) *TOTAL Participation Techniques, Second Edition*. ASCD.
- [NJ World Language Model Curriculum](#)
- [National Network for Early Language Learning](#)
- Shrum, J. L. (2015). *Teacher's handbook, contextualized language instruction*. Cengage Learning