



West Windsor-Plainsboro Regional School District
1st Grade Dual Language Immersion
Spanish Language Arts

Reading Unit	
Content Area: Language Arts & World Language	
Course & Grade Level: 1st Grade DLI Language Arts	
Summary and Rationale	
<p>Reading in first grade is taught throughout the day as part of shared reading, interactive read alouds, and small group instruction. In shared reading and interactive read alouds, students will learn: concepts of print, high-frequency vocabulary words, and the thinking readers do before, during, and after reading a book. Students will also learn how to retell stories, ask and answer questions about texts, and share their opinions of various texts. The Dual Language Immersion Spanish teacher works closely with the English partner teacher to ensure that literacy is embedded in Math, Science, and Social Studies instruction. The DLI Spanish teacher works to support the content area transfer of English Reading skills and concepts, highlighting various genres (i.e. fiction, non-fiction, poetry, and biography) in Spanish target language instruction.</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.1.1	Ask and answer questions about key details in a text
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL.1.6	Identify who is telling the story at various points in a text.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
Progress Indicators for Reading Informational Text	
RI.1.1	Ask and answer questions about key details in a text.

RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Progress Indicators for Reading Foundation Skills	
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
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

- Readers have purpose when they read and interact with books.
- Readers use many strategies to grow stronger and stronger reading skills.
- Reading and making meaning from text takes practice.
- Readers grow their thinking by sharing their ideas with a partner, and by listening and responding to their partner's ideas.
- Readers study the characters, settings, and plots in books to help them better understand themselves and the world.
- Reading expands our learning.

Unit Essential Questions

- How do readers develop reading stamina?
- What work do readers do when they interact with books in meaningful ways?
- How do readers work with partners to help them solve problems and deepen their understanding of the story?
- How do readers understand the text they are reading?
- How do readers compare and contrast information between books?
- How does a book shape our thinking about a topic?

Objectives

Students will know:

- There are expectations of readers during class time, small group instruction, partner work, and when the teacher is conferring with other students.
- Readers use strategies, or tools, to help themselves to make meaning from text.
- Readers talk about books they have examined, read, or heard read aloud, and readers discuss these same books in partnerships.
- Readers are active problem solvers and can talk with partners about books, listen to and help one another solve tricky parts.
- Readers read stories to understand themselves and the world.

With prompting and support, students will be able to:

- Participate with focus and independence in a reading workshop.
- Use many strategies to help themselves make meaning from text.
- Grow their understanding of books they have read or examined by talking with a partner and asking questions.
- Apply a growing repertoire of reading strategies in order to self-correct flexibly and monitor for meaning.
- Re-read to deepen understanding and to develop fluency in order to convey meaning.
- Use a variety of strategies before, during and after reading to get the most out of their books.
- Connect, compare and contrast information within and across books.
- Work with partners to discuss tricky parts, synthesize and share information in their own words, and to build a greater understanding of the books they are reading.
- Act out favorite parts of a story with a partner

- Make predictions and explain their thinking.
- Use clues in the text and pictures to infer meaning of unknown words and phrases
- Retell the beginning, middle, and end of a story

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.

Additional Tools:

- Conferring notes
- Notes from informal observations
- Student writing about reading (sketches, Post It notes, etc.)
- Student checklist (e.g., self-assessments)

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark Assessment

Resources

Suggested Resources:

- Estrellita: Accelerated Beginning Spanish Reading. <https://estrellita.com/k1/>
- epic! Online library <https://www.getepic.com/>
- RAZ Kids Library and RAZ [Spanish High Frequency Word Books](#) - RAZ (Reading A-Z)
 - Collection B-C
- 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: 1st Grade DLI Language Arts	
Summary and Rationale	
<p>In the first grade Dual Language Immersion program, students are members of a writing community that support each other as they write, read, and share their writing with others. Students use the vocabulary, high frequency words, and characters that they have learned to write independently, always striving to expand upon their writing and write more and more about what they know, think, and feel. Because writing is a tool that is used across all academic disciplines, writing will be embedded throughout the day all year long. During Math, Science, and Social Studies instruction, the Spanish DLI teacher explicitly models writing practices that support emergent Spanish writers.</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.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.4	(Begins in grade 3)
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.1.9	(Begins in grade 4)
W.1.10	(Begins in grade 3)
Conventions of Standard English [Spanish]	
L.1.1	Demonstrate command of the conventions of standard [Spanish] grammar and usage when writing or speaking.
A	Print all upper- and lowercase letters.
B	Use common, proper, and possessive nouns.
C	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (N/A in Spanish writing)
D	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
E	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home)
F	Use frequently occurring adjectives.
G	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
H	Use determiners (e.g., articles, demonstratives).
I	Use frequently occurring prepositions (e.g., during, beyond, toward).
J	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L1.2	Demonstrate command of the conventions of standard (Spanish) capitalization, punctuation, and spelling when writing.
A	Capitalize dates and names of people.
B	Use end punctuation for sentences.
C	Use commas in dates (N/A in Spanish writing) and to separate single words in a series.
D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
E	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
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"> ● Writers follow a process to write and publish work. ● Writers write about what they know and care about. ● Writers share their writing, support and respond to each other. ● Writers learn from each other. ● Writers can write to make a difference in their lives and/or the world. ● Writers need to provide reasons when they try to persuade others. ● Writers can express their ideas through the genre of poetry. ● Poets write to impact the world around them. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How do writers work through the writing process? ● Where do writers get their ideas? ● How do writers share their writing? ● Why do people write? ● How do writers write to teach others? ● How do writers write an opinion to persuade others? ● Why do we write and read poetry? 	
Objectives	
With prompting and support, students will know:	

- Writers write true stories from their lives about things they care about.
- There are stages to the writing process.
- Writers work with and support each other in partnerships.
- Writers draw on their own experiences and knowledge to find a topic they can teach others about.
- Writers plan in many ways before they begin writing.
- Persuasive pieces are written for a particular audience.
- Poems have features (e.g., line break, white space, shape, etc.)

With prompting and support, students will be able to:

- Formulate sentences that include a subject and a predicate.
- Generate ideas for personal narrative and persuasive writing through a variety of ways.
- Use the steps in the writing process (think, sketch, write) in order to produce a personal narrative and a persuasive piece.
- Listen to partners’ stories, reflect, respond, and give feedback.
- Think of things they can teach others.
- Plan, talk, and act out their writing step-by-step.
- Write considering purpose and audience.
- Explain the features of a poem.

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.

Additional Tools:

- Conferring notes
- Notes from informal observations
- Student writing about reading (sketches, Post It notes, etc.)
- Student Checklist (e.g., self-assessments)

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark Assessment

Resources

Suggested Resources:

- Estrellita: Accelerated Beginning Spanish Reading. <https://estrellita.com/k1/>
- 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.

Word Study Unit	
Content Area: Language Arts & World Language	
Course & Grade Level: 1st Grade 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 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.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
A	Distinguish long from short vowel sounds in spoken single-syllable words. (N/A in Spanish)
B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.

A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
B	Decode regularly spelled one-syllable words.
C	Know final -e and common vowel team conventions for representing long vowel sounds. (N/A in Spanish)
D	Distinguish long and short vowels when reading regularly spelled one-syllable words. (N/A in Spanish)
E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
A	Read grade-level text with purpose and understanding.
B	Read grade-level text orally with accuracy, appropriate rate, and expression.
C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Knowledge of Language	
L.1.3	(Begins in grade 2)
L.1.4	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
A	Use sentence-level context as a clue to the meaning of a word or phrase.
B	Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. (N/A in Spanish Word Study)
C	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). (N/A in Spanish Word Study)
L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
A	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
B	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
C	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
D	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by

	defining or choosing them or by acting out the meanings.
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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.
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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.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"> ● 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 root words; meanings and uses. ● Readers and writers use their knowledge of the principles and patterns of syllables and words throughout the day and across content areas. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How does having an understanding of the Spanish language system help us to communicate? ● How do readers and writers use general knowledge about words (root words/radicals, structures/patterns, and vocabulary/meaning) to increase their knowledge of specific words? ● How do readers and writers apply what they know about words as they read and write? 	
Objectives	

With prompting and support, students will know:

- The sounds that letters make
- How to blend sounds to form syllables and words
- How to break words apart into syllables and meaningful parts
- That Spanish nouns and adjectives can change endings depending on the gender
- That nouns precede adjectives

With prompting and support, students will be able to:

- Work at their own level of word knowledge, building on what they already know to learn what they need to know next.
- Recognize, analyze and generalize patterns in their reading and writing across content areas.
- Classify common words into conceptual categories (e.g., animals, foods, toys)
- Use frequently occurring nouns and verbs.
- Use personal pronouns.
- Use frequently occurring adjectives.
- Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- Identify frequently occurring root words and apply this knowledge to figure out meanings of similar words.
- Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.
- Distinguish shades of meaning among adjectives differing in intensity by defining or choosing them or by acting out the meanings.
- Identify real-life connections between words and their use.

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.

Additional Tools:

Estrellita reading and writing practice assessment
Conferring notes
Notes from informal observations
Student writing about reading (sketches, Post It notes, etc)
Student Checklist (e.g., self-assessments)

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: por favor, gracias, nunca, siempre, puede/puedes, todo, nada, hay, juego/juega, porque, también, a, para, poner, aquí, en, de, él/ella, nosotros, ellos/ellas, estoy/está, qué, con, mira, un/una

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: 1st Grade DLI Language Arts

Summary and Rationale

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.

Recommended Pacing

Year long

State Standards

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.

CPI #	Cumulative Progress Indicator (CPI)
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Progress Indicators for Speaking and Listening

SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 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 one at a time about the topics and texts under discussion).
B	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
C	Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation.
World Language Novice-High Performance Standards	
7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7:	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects•
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics

	and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
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"> ● Audiences listen for information to help them understand what is spoken. ● Speakers share their ideas and converse with one another to express themselves. ● Students use strategies to problem solve when they don't understand. 	
Unit Essential Questions	

- Why is listening carefully so important?
- How can I effectively share my ideas, opinions, and questions in our classroom?
- What strategies can I use when I don't understand someone/something?
- 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 words used to greet others and introduce oneself in detail
- School, classroom, and family vocabulary
- Proper phrases and sentences to state a need, express a preference, and share opinions
- Common descriptions used to add more detail
- Interrogative words to ask who, what, where, when, why and how
- Common compliments and responses
- How to use gestures, objects, visuals, and drawings to make themselves understood
- How to use multiple clues to understand someone

With prompting and support, students will be able to:

- Express basic needs related to familiar and everyday activities
- Present information about themselves, their interests, and their activities
- Express their likes and dislikes on very familiar and everyday topics of interest
- Express their own preferences or feelings and react to those of others
- Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences
- Expand their utterances by combining words and phrases learned in class to form complete sentences
- Tell and retell stories using words and phrases that they have learned
- Request and provide information by asking and answering a few simple questions on very familiar and everyday topics
- Ask for clarification during academic and social target language conversations

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.

Additional Tools:

Integrated Performance Assessment (IPA) rubrics
 Conferring notes
 Notes from informal observations
 Student Checklist (e.g., self-assessments)

- Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark Assessment

Resources

Suggested Resources:

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