

EAST RUTHERFORD SCHOOL DISTRICT

ESL CURRICULUM

Grades 3 and 4



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Overview of Pacing Guide

Content Area: ELL

Grade Level: Third Grade

Unit Title: School Environment

September - October

Unit Title: People and Culture

November - December

Unit Title: The Writing Process

January

Unit Title: Science

February

Unit Title: The Writing Process continued

March

Unit Title: Speaking and Writing

April - June

Overview of Pacing Guide

Content Area: ELL

Grade Level: Fourth Grade

Unit Title: School Environment

September - October

Unit Title: Reading Comprehension

November - December

Unit Title: The Writing Process

January

Unit Title: Science

February

Unit Title: The Writing Process continued

March

Unit Title: Speaking and Writing

April

Unit Title: Listening and Reading

May - June

Grade 3 Pacing Guide

Marking Period 1		
September	October	November
<p>UNIT: School Environment</p> <ul style="list-style-type: none"> • Introduce classroom routines • Participate in a class discussion. • Generate rules for the classroom <p>Standards WIDA 1, WIDA 2 Technology: 8.1, 8.2</p> <p>W-APT Testing</p>	<p>UNIT: School Environment</p> <ul style="list-style-type: none"> • Grade level academic vocabulary • Read and discuss grade level books • Participate in a class discussion. • Introduction to technology within the classroom • Monitor self-reading <p>Standards WIDA 1, WIDA 2, WIDA 5 Technology: 8.1, 8.2</p> <p>W-APT Testing</p>	<p>UNIT: People and Cultures</p> <ul style="list-style-type: none"> • Introduce grade level academic vocabulary • Study autobiographies • Read and discuss grade level books/ autobiographies • Discussions on plot • Understand third person narration • Introduction to grammar <p>Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5 Technology: 8.1, 8.2</p>
Marking Period 2		
December	January	
<p>UNIT: People and Cultures</p> <ul style="list-style-type: none"> • Introduce grade level academic vocabulary • Study autobiographies • Read and discuss grade level books/autobiographies • Write personal narratives • Discussions on plot and predictions • Understand third person narration <p>Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5</p> <p>Technology: 8.1, 8.2</p>	<p>UNIT: Writing Process</p> <ul style="list-style-type: none"> • Introduce grade level academic vocabulary • Introduction to riddles and meanings • Identification of main ideas • Read and discuss grade level books • Discuss grammatical rules <p>Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5</p> <p>Technology: 8.1, 8.2</p>	

Marking Period 3		
February	March	
UNIT: Science <ul style="list-style-type: none"> • Introduce grade level academic vocabulary • Introduction to cause and effect • Analyze science articles and make text to text connections • Discussions on the ecosystem • Participate in a class discussion. ACCESS testing Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5 Technology: 8.1, 8.2	UNIT: The Writing Process <ul style="list-style-type: none"> • Introduce grade level academic vocabulary • Model grammar rules for joining sentences • Model topic and main ideas • Introduce the use of writing prompts • Independent writing • Introduce writing rubric ACCESS testing Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5 Technology: 8.1, 8.2	
Marking Period 4		
April	May	June
UNIT: Speaking and Writing <ul style="list-style-type: none"> • Introduce grade level academic vocabulary • Recognizing high frequency words • Read and write summaries • Revise and edit work • Discussions on how elaborate on a topic when writing • Read and discuss grade level books Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5 Technology: 8.1, 8.2	UNIT: Speaking and Writing <ul style="list-style-type: none"> • Introduce grade level academic vocabulary • Recognizing high frequency words • Discussions on how elaborate on a topic when writing • Read and discuss grade level books • Discuss sequencing within a writing piece Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5 Technology: 8.1, 8.2	UNIT: Speaking and Writing <ul style="list-style-type: none"> • Introduce grade level academic vocabulary • Recognizing high frequency words • Discussions on how elaborate on a topic when writing • Read and discuss grade level books • Discuss sequencing within a writing piece Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5 Technology: 8.1, 8.2

Grade 4 Pacing Guide

Marking Period 1		
September	October	November
<p>UNIT: School Environment</p> <ul style="list-style-type: none"> • Introduce classroom routines • Participate in a class discussion. • Generate rules for the classroom <p>Standards WIDA 1, WIDA 2 Technology: 8.1, 8.2</p> <p>W-APT Testing</p>	<p>UNIT: School Environment</p> <ul style="list-style-type: none"> • Grade level academic vocabulary • Read and discuss grade level books • Participate in a class discussion. • Introduction to technology within the classroom <p>Standards WIDA 1, WIDA 2, WIDA 5 Technology: 8.1, 8.2</p> <p>W-APT Testing</p>	<p>UNIT: Reading Comprehension</p> <ul style="list-style-type: none"> • Introduce grade level academic vocabulary • Become familiar autobiography's • Read and discuss grade level books • Discussions on authors purpose • Understand third person narration • Introduction to grammar • Identify main idea <p>Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5 Technology: 8.1, 8.2</p>
Marking Period 2		
December	January	
<p>UNIT: Reading Comprehension</p> <ul style="list-style-type: none"> • Introduce grade level academic vocabulary • Become familiar with folktales • Read and discuss grade level books • Subject verb agreement • Discussions on plot and predictions • Create an interview <p>Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5 Technology: 8.1, 8.2</p>	<p>UNIT: The Writing Process</p> <ul style="list-style-type: none"> • Introduce grade level academic vocabulary • Introduction homophones • Read and discuss grade level books • Discuss grammatical rules • Create thinking map to identify main ideas and details <p>Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5 Technology: 8.1, 8.2</p>	

Marking Period 3		
February	March	
<p>UNIT: Science</p> <ul style="list-style-type: none"> • Introduce grade level academic vocabulary • Introduction nonfiction texts • Analyze science articles to make text to text connections • Participate in a class discussion. <p>ACCESS testing Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5 Technology: 8.1, 8.2</p>	<p>UNIT: The Writing Process</p> <ul style="list-style-type: none"> • Introduce grade level academic vocabulary • Write compound sentences • Review dictionary skills- multiple meaning words • Model topic and main ideas • Introduce the use of writing prompts • Independent writing • Introduce writing rubric <p>ACCESS testing Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5 Technology: 8.1, 8.2</p>	
Marking Period 4		
April	May	June
<p>UNIT: Speaking and Writing</p> <ul style="list-style-type: none"> • Introduce grade level academic vocabulary • Recognizing high frequency words • Write a business letter using key words • Revise and edit work • Discussions on how elaborate on a topic when writing <p>Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5 Technology: 8.1, 8.2</p>	<p>UNIT: Listening and Reading</p> <ul style="list-style-type: none"> • Introduce grade level academic vocabulary • Recognizing high frequency words • Read and discuss grade level books • Discuss sequencing within a novel • Identifying grammatical rules <p>Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5 Technology: 8.1, 8.2</p>	<p>UNIT: Listening and Reading</p> <ul style="list-style-type: none"> • Introduce grade level academic vocabulary • Recognizing high frequency words • Read and discuss grade level books • Discuss sequencing within a novel • Identifying grammatical rules <p>Standards WIDA 1, WIDA 2, WIDA 3, WIDA 4, WIDA 5 Technology: 8.1, 8.2</p>

Unit Title: Back to School**Interdisciplinary Connections:****English Language Arts Connections:**

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

21st Century Themes:

- Global Awareness

21st Century Skills:

- **Learning and Innovation Skills**

- **Creativity and Innovation**
 - Think critically
 - Work Creatively with Others
 - Implement Innovations
- **Critical Thinking and Problem Solving**
 - Reason Effectively
 - Use Systems Thinking
 - Make Judgments and Decisions
 - Solve Problems
- **Communication and Collaboration**
 - Communicate Clearly
 - Collaborate with Others

- **Information, Media and Technology Skills**

- **Information Literacy**
 - Access and Evaluate Information
 - Use and Manage Information

- **ICT Literacy**
- **Apply Technology Effectively**

- **Life and Career Skills**

- **Flexibility and Adaptability**
 - Adapt to Change
 - Be Flexible
- **Initiative and Self-Direction**
 - Manage Goals and Time
 - Work Independently
 - Be Self-directed Learners
- **Social and Cross Cultural Skills**
 - Interact with others
 - Work Effectively in Diverse Teams
- **Productivity and Accountability**
 - Manage Projects
 - Produce Results
- **Leadership and Responsibility**
 - Guide and Lead Others
 - Be Responsible to Others

Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Level Questions, Extra Time, Technology Use

Unit 1 Title: Back to School	Grade Level: Three - Four	Time Frame: September - October
<p>Standard: WIDA ELD Standard 1: Social and Instructional Language – ELLs communicate for Social and Instructional purposes within the school setting WIDA ELD Standard 4: The Language of Science– ELLs communicate for information, ideas, and concepts necessary for academic success in the content area of Science</p>		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • There are routines/procedures students need to learn about the daily activities in school. • Students will learn proper behavior and code of conduct in school. • Students will learn ways in which to greet people in formal and informal settings The use of listening, speaking, reading and writing about school utilizing required, specific academic language 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to learn school vocabulary? • Why is it important to be able to understand and communicate in the school setting? • Why is it important to communicate in English in school? 	
<p>Cumulative Progress Indicators: At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> • Pictorial or graphic representation of the language of story genres • Words, phrases, or chunks of language when presented with directions • WH- questions or statements with visual support • General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs • Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support • Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers 	<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Use appropriate school vocabulary to identify objects and people (Where is the bathroom? Cafeteria? How do you ask for a drink of water? Etc) • Follow multi-step directions to complete a task • Ask and answer questions about self in English (Who is your teacher?, what is your favorite subject? What is your name? How old are you?, etc) • Know the Months of the Year and Seasons • School routines • Using personal pronouns, nouns, adjectives, verbs, prepositions 	

Suggested Tasks and Activities:

- Students will make and keep their own personal dictionary of new words learned in each lesson. Students can use pictures, words, and translation of concepts learned to understand.
- Role play greetings (Hello, Good-bye, How are you? etc.)
- Sing songs about Months/Seasons
- Identify school locations & People
- Name school supplies and play BINGO
- “All About Me” poster
- diagraming parts of the body

Assessments:

- Unit test
- Oral participation in songs, chants, games
- Draw and label a family tree using pictures/words/sentences
- Written assignments
- Workbook pages

Demonstration of Learning**Listening****Level 1-**

- Point to stated pictures, words, or phrases
- Match classroom oral language to daily routines; follow one-step directions

Level 2-

- Arrange pictures or objects per oral information
- Follow two-step oral directions

Level 3-

- Follow multi-step oral directions; sequence pictures from oral stories, processes, or procedures

Level 4

- Interpret oral information and apply to new situations

Level 5

- Carry out oral instructions containing grade-level, content-based language

Speaking**Level 1**

- Express basic needs or conditions
- Answer yes/no and choice questions; recite words or phrases from pictures of everyday objects and oral modeling

Level 2

- Describe pictures, events, objects, or people using phrases or short sentences;
- Ask simple, everyday questions

Level 3

- Answer simple content-based questions; re/tell short stories or events.

Level 4

- Answer opinion questions with supporting details; Discuss stories, issues, and concepts.

Level 5

- Give content-based presentations using technical vocabulary; Justify/defend opinions or explanations with evidence.

Reading

Level 1

- Match icons or diagrams with words/concepts
- Match illustrated words/phrases in differing contexts

Level 2

- Identify elements of story grammar
- Follow visually supported written direction

Level 3

- Identify main ideas and some details

Level 4

- Find details that support main ideas

Level 5

- Summarize information from multiple related sources

Writing

Level 1

- Label, objects, pictures, or diagrams from word/phrase banks;
- Communicate ideas by drawing

Level 2

- Complete/produce sentences from word/phrase banks or walls
- Make lists from labels or with peers

Level 3

- String related sentences together
- Produce simple expository or narrative text

Level 4

- Take notes using graphic organizer; summarize content-based information

Level 5

Connect or integrate personal experiences with literature/content.

Tech Integration:

SmartBoard, online picture dictionary, online language translator

Resources:

- Spotlight on English Teacher's Guide
- SoE supplemental materials
- SoE Class CD
- Spotlight Online
- Picture cards
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

Content Area: ELL

Grade Level : Three - Four

Unit Title: People/Things Around Me/Culture

Interdisciplinary Connections:

English Language Arts Connections:

Writing

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

21st Century Themes:

- Global Awareness

21st Century Skills:

- **Learning and Innovation Skills**

- **Creativity and Innovation**
 - Think critically
 - Work Creatively with Others
 - Implement Innovations
- **Critical Thinking and Problem Solving**
 - Reason Effectively
 - Use Systems Thinking
 - Make Judgments and Decisions
 - Solve Problems

- **ICT Literacy**

Apply Technology Effectively

- **Life and Career Skills**

- **Flexibility and Adaptability**
 - Adapt to Change
 - Be Flexible
- **Initiative and Self-Direction**
 - Manage Goals and Time
 - Work Independently
 - Be Self-directed Learners
- **Social and Cross Cultural Skills**

- **Communication and Collaboration**
 - **Communicate Clearly**
 - **Collaborate with Others**
- **Information, Media and Technology Skills**
 - **Information Literacy**
 - **Access and Evaluate Information**
 - **Use and Manage Information**
 - **Interact with others**
 - **Work Effectively in Diverse Teams**
 - **Productivity and Accountability**
 - **Manage Projects**
 - **Produce Results**
 - **Leadership and Responsibility**
 - **Guide and Lead Others**
 - **Be Responsible to Others**

Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use

Unit Title: Unit 2- People/Things Around Me/ Cultures	Grade Level: Three - Four	Time Frame: November – December
<p>Standard:</p> <p>Standard 1- English language learners communicate for Social and Instructional purposes within the school setting;</p> <p>Standard 2- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts;</p> <p>Standard 5- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will learn the appropriate vocabulary to describe people’s appearances, clothing, family, and parts of the body. • Students will learn vocabulary to identify characters and people around them. • Students will learn to identify appropriate clothing to wear in different seasons and why. • Students will learn the names of American currency and how to use it for everyday purchases 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How would you describe your family members? • What do you think makes a good neighbor? • How does transportation • Why do people immigrate? • What are the different modes of transportation in your country? 	
<p>Cumulative Progress Indicators:</p> <p>At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> • Pictorial or graphic representation of the language of story genres • Words, phrases, or chunks of language when presented with directions • WH- questions or statements with visual support • General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs • Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support • Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers 	<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Use appropriate vocabulary to identify people and appearances • Identify Money (dollars, penny, quarter, nickel, dime) and solve math-related concepts using money • Ask and answer questions about family members and describe them • Diagram parts of the body • Comparing and contrasting families and home life • Identify modes of transportation • What transportation would make your commute easier? • Using pronouns • Using adjectives • Understand prepositions and location • Identifying Nouns 	

Suggested Tasks and Activities:

- Money BINGO
- How to use a dictionary
- Identify People/job/occupation photo cards
- “Who am I?” game
- Written response on who do you want to be when you grow up
- Transportation identifying games, What Am I, BINGO, etc.
- Oral/ written reports on a mode of transportation of choice and/or modes of transportation in their native country
- Draw a map of your community in the U.S. and homeland
- Compare/Contrast the U.S. with native country

Assessments:

- Unit test
- Oral participation in songs, chants, games
- Draw and label a family tree using pictures/words/sentences
- Written assignments
- Workbook pages

Demonstration of Learning**Listening****Level 1-**

- Point to stated pictures, words, or phrases
- Match classroom oral language to daily routines; follow one-step directions

Level 2-

- Arrange pictures or objects per oral information
- Follow two-step oral directions

Level 3-

- Follow multi-step oral directions; sequence pictures from oral stories, processes, or procedures

Level 4

- Interpret oral information and apply to new situations

Level 5

- Carry out oral instructions containing grade-level, content-based language

Speaking**Level 1**

- Express basic needs or conditions
- Answer yes/no and choice questions; recite words or phrases from pictures of everyday objects and oral modeling

Level 2

- Describe pictures, events, objects, or people using phrases or short sentences;
- Ask simple, everyday questions

Level 3

- Answer simple content-based questions; re/tell short stories or events.

Level 4

- Answer opinion questions with supporting details; Discuss stories, issues, and concepts.

Level 5

- Give content-based presentations using technical vocabulary; Justify/defend opinions or explanations with evidence.

Reading

Level 1

- Make sound/ symbol/ word relations
- Match illustrated words/ phrases in differing contexts
- Match icons or diagrams with words/concepts
- Identify cognates from first language, as applicable

Level 2

- Identify facts and explicit messages from illustrated text
- Find changes to root words in context
- Identify elements of story grammar (characters, setting

Level 3

- Describe events, people, processes, procedures
- Produce simple expository or narrative text
- String related sentences together

Level 4

- Match graphic organizers to different texts
- Differentiate between fact and opinion in narrative and expository texts;

Level 5

- Summarize information from multiple related sources

Writing

Level 1

- Answer oral questions with single words
- Label objects, pictures, or diagrams from word/phrase banks;
- Communicate ideas by drawing; Copy words, phrases and short sentences

Level 2

- Complete/ produce sentences from word/phrase banks or walls;
- Fill in graphic organizers, charts, and tables
- Make comparisons using real-life or visually- supported materials

Level 3

- Describe events, people, processes, procedures
- Produce simple expository or narrative text
- String related sentences together

Level 4

- Take notes using graphic organizer; summarize content-based information

Level 5

- Connect or integrate personal experiences with literature/content.

Tech Integration:

SmartBoard, online picture dictionary, online language translator

Resources:

- Spotlight on English Teacher's Guide
- SoE supplemental materials
- SoE Class CD
- Spotlight Online
- Picture cards
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

Unit Title: Health, Safety, Lifestyle**Interdisciplinary Connections:****English Language Arts Connections:**

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or

21st Century Themes:

- Global Awareness
- Health Literacy

21st Century Skills:

- **Learning and Innovation Skills**

- **Creativity and Innovation**
 - Think critically
 - Work Creatively with Others
 - Implement Innovations
- **Critical Thinking and Problem Solving**
 - Reason Effectively
 - Use Systems Thinking
 - Make Judgments and Decisions
 - Solve Problems
- **Communication and Collaboration**
 - Communicate Clearly
 - Collaborate with Others

- **Information, Media and Technology Skills**

- **Information Literacy**
 - Access and Evaluate Information
 - Use and Manage Information

- **ICT Literacy**
Apply Technology Effectively

- **Life and Career Skills**

- **Flexibility and Adaptability**
 - Adapt to Change
 - Be Flexible
- **Initiative and Self-Direction**
 - Manage Goals and Time
 - Work Independently
 - Be Self-directed Learners
- **Social and Cross Cultural Skills**
 - Interact with others
 - Work Effectively in Diverse Teams
- **Productivity and Accountability**
 - Manage Projects
 - Produce Results
- **Leadership and Responsibility**
 - Guide and Lead Others
 - Be Responsible to Others

Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use

Unit Title: Unit 3- Health, Safety, Lifestyle	Grade Level: Three - Four	Time Frame: January- February
<p>Standard:</p> <p>Standard 1-Communication- English language learners communicate for Social and Instructional purposes within the school setting;</p> <p>Standard 2- Language Arts- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>Standard 3- Math- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math</p> <p>Standard 4- Science- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p> <p>Standard 5- Social Studies- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • How can you eat healthy? • What is the food guide pyramid and how does it relate to My Plate? • How can we make healthy eating choices? • What are your daily routines? <p>How can we maintain health and safety at home, school and the community?</p>	<ul style="list-style-type: none"> • How does a healthy diet influence your body? • How can you change your lifestyle to be beneficial? • Why is recycling critical to the wellbeing of our planet? 	

Cumulative Progress Indicators:

At the given level of English language proficiency, ELLs will process, understand, produce or use:

- Pictorial or graphic representation of the language of story genres
- Words, phrases, or chunks of language when presented with directions
- WH- questions or statements with visual support
- General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs
- Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
- Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers

Knowledge and Skills:

- Choose healthy foods from magazines & newspapers
- Reuse and recycle
- Compare & Contrast healthy & unhealthy foods
- How to keep our planet healthy
- States of Matter- Solids, liquids, gas
- Meaning of import and export and how it helps our economy
- Compare & Contrast personal needs and wants
- Label and draw safety signs
- Identifying and using contractions
- Using nouns, verbs, adjectives, proper and common nouns, prepositions, subject pronouns

Suggested Tasks and Activities:

- Content related Word wall
- Comparing needs and wants with a partner
- Describing/drawing states of matter of water
- Label 3 dimensional shapes: cones, pyramids, cylinder
- Incorporate descriptions of three-dimensional shapes into real-world situations
- "How- to" make a healthy recipe
- Describe the My Food Plate
- Make healthy restaurant menu
- Collage of healthy food choices or healthy lifestyles
- Needs vs. wants games
- Draw graphs and take surveys about favorite food, healthy food
- Make posters on how to help our planet
- Describe safety procedures for certain situations (accidents on playground, classrooms)
- Create pieces about safety or health issues with classroom, school, home or community.
- Sort recyclable and not recyclable objects
- Identify ways to conserve from pictures and written text
- Sequence descriptive sentences and pictures to illustrate forms of conservation (ex. Recycling process)

Assessments:

- Unit test
- Oral participation in songs, chants, games
- Draw and label a family tree using pictures/words/sentences
- Written assignments
- Workbook pages

Demonstration of Learning**Listening****Level 1-**

- Point to stated pictures, words, or phrases
- Match classroom oral language to daily routines; follow one-step directions

Level 2-

- Arrange pictures or objects per oral information
- Follow two-step oral directions

Level 3-

- Follow multi-step oral directions; sequence pictures from oral stories, processes, or procedures

Level 4

- Interpret oral information and apply to new situations

Level 5

- Carry out oral instructions containing grade-level, content-based language

Speaking**Level 1**

- Express basic needs or conditions
- Answer yes/no and choice questions; recite words or phrases from pictures of everyday objects and oral modeling

Level 2

- Describe pictures, events, objects, or people using phrases or short sentences;
- Ask simple, everyday questions

Level 3

- Answer simple content-based questions; re/tell short stories or events.

Level 4

- Answer opinion questions with supporting details; Discuss stories, issues, and concepts.

Level 5

- Give content-based presentations using technical vocabulary; Justify/defend opinions or explanations with evidence.

Reading**Level 1**

- Make sound/ symbol/ word relations
- Match illustrated words/ phrases in differing contexts
- Match icons or diagrams with words/concepts
- Identify cognates from first language, as applicable

Level 2

- Identify facts and explicit messages from illustrated text
- Find changes to root words in context
- Identify elements of story grammar (characters, setting

Level 3

- Describe events, people, processes, procedures
- Produce simple expository or narrative text
- String related sentences together

Level 4

- Match graphic organizers to different texts
- Differentiate between fact and opinion in narrative and expository texts;

Level 5

- Summarize information from multiple related sources

Writing**Level 1**

- Answer oral questions with single words
- Label objects, pictures, or diagrams from word/phrase banks;
- Communicate ideas by drawing; Copy words, phrases and short sentences

Level 2

- Complete/ produce sentences from word/phrase banks or walls;
- Fill in graphic organizers, charts, and tables
- Make comparisons using real-life or visually- supported materials

Level 3

- Describe events, people, processes, procedures
- Produce simple expository or narrative text
- String related sentences together

Level 4

- Take notes using graphic organizer; summarize content-based information

Level 5

- Connect or integrate personal experiences with literature/content.

Tech Integration:

SmartBoard, online picture dictionary, online language translator

Resources:

- Spotlight on English Teacher's Guide
- SoE supplemental materials
- SoE Class CD
- Spotlight Online
- Picture cards
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

Unit Title: Animals & Plants**Interdisciplinary Connections:****English Language Arts Connections:**

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or

21st Century Themes:

- Global Awareness

21st Century Skills:

- **Learning and Innovation Skills**

- **Creativity and Innovation**
 - Think critically
 - Work Creatively with Others
 - Implement Innovations
- **Critical Thinking and Problem Solving**
 - Reason Effectively
 - Use Systems Thinking
 - Make Judgments and Decisions
 - Solve Problems
- **Communication and Collaboration**
 - Communicate Clearly
 - Collaborate with Others
- **Information, Media and Technology Skills**
 - **Information Literacy**
 - Access and Evaluate Information
 - Use and Manage Information

- **ICT Literacy**
Apply Technology Effectively

- **Life and Career Skills**

- **Flexibility and Adaptability**
 - Adapt to Change
 - Be Flexible
- **Initiative and Self-Direction**
 - Manage Goals and Time
 - Work Independently
 - Be Self-directed Learners
- **Social and Cross Cultural Skills**
 - Interact with others
 - Work Effectively in Diverse Teams
- **Productivity and Accountability**
 - Manage Projects
 - Produce Results
- **Leadership and Responsibility**
 - Guide and Lead Others
 - Be Responsible to Others

Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use

Unit Title: Unit 4- Animals & Plants	Grade Level: Three - Four	Time Frame: March
<p>Standard:</p> <ul style="list-style-type: none"> • Standard 1-Communication- English language learners communicate for Social and Instructional purposes within the school setting; • Standard 2- Language Arts- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts • Standard 3- Math- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math • Standard 4- Science- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science • Standard 5- Social Studies- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will use listening, speaking, writing and reading to learn about animals and plants. • How are different plants and animals important to our environment and the world around us? 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What language do students need to demonstrate understanding and engage in conversation about animals and plants? • Do animals need plants to live? 	
<p>Cumulative Progress Indicators: At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> • Pictorial or graphic representation of the language of story genres • Words, phrases, or chunks of language when presented with directions • WH- questions or statements with visual support • General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs • Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support • Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers 	<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Naming and pointing to animals and plants • Classifying animals based on their habitats • Using adjectives to describe animals and plants • Understand cause-effect relationship • Compare/contrast • Using nouns, prepositions, plurals, pronouns, punctuation, verbs, contractions, possessives. • Using graphs, diagrams and pictures to calculate different measurements and other information • Make predictions, hypothesize and speculate • Using contractions in reading, writing, speaking and listening activities • Adding, subtracting, multiplying, dividing using pictorial diagrams • Describing different types of habitats • Describe the difference between a warm and cold blooded animal • Describe the environment for specific plants • Life cycle of a flower/ plant • Language needed: pets, farm, wild, ocean, desert, jungle, forest, rainforest, woodland, insects, habitats, hibernation, living and non-living, animal sounds, life cycles. • Identify and use past, present, and future verb tenses properly 	

Suggested Tasks and Activities:

- Content related Word wall
- Naming & describing animals and plants
- Diagraming important animals and plant parts
- Sing songs and read stories, fiction and non-fiction about animals and plants
- Read folktales from different countries, fairy tales, and fables
- Favorite animal project
- Researching a type of plant or flower
- Make a list of farm animals
- Life Cycle of a Plant/ Flower
- Endangered Animals research
- Farming and crops
- Sing- “Down By the Bay” and “Old Mac Donald” and have students write their own versions
- Using graphs, diagrams and pictures to calculate different measurements and other information

Assessments:

- Unit test
- Oral participation in songs, chants, games
- Draw and label a family tree using pictures/words/sentences
- Written assignments
- Workbook pages

Demonstration of Learning**Listening****Level 1-**

- Point to stated pictures, words, or phrases
- Match classroom oral language to daily routines; follow one-step directions

Level 2-

- Arrange pictures or objects per oral information
- Follow two-step oral directions

Level 3-

- Follow multi-step oral directions; sequence pictures from oral stories, processes, or procedures

Level 4

- Interpret oral information and apply to new situations

Level 5

- Carry out oral instructions containing grade-level, content-based language

Speaking**Level 1**

- Express basic needs or conditions
- Answer yes/no and choice questions; recite words or phrases from pictures of everyday objects and oral modeling

Level 2

- Describe pictures, events, objects, or people using phrases or short sentences;
- Ask simple, everyday questions

Level 3

- Answer simple content-based questions; re/tell short stories or events.

Level 4

- Answer opinion questions with supporting details; Discuss stories, issues, and concepts.

Level 5

Reading

Level 1

- Make sound/ symbol/ word relations
- Match illustrated words/ phrases in differing contexts
- Match icons or diagrams with words/concepts
- Identify cognates from first language, as applicable

Level 2

- Identify facts and explicit messages from illustrated text
- Find changes to root words in context
- Identify elements of story grammar (characters, setting

Level 3

- Describe events, people, processes, procedures
- Produce simple expository or narrative text
- String related sentences together

Level 4

- Match graphic organizers to different texts
- Differentiate between fact and opinion in narrative and expository texts;

Level 5

- Summarize information from multiple related sources

Tech Integration:

SmartBoard, online picture dictionary, online language translator

Resources:

- Spotlight on English Teacher's Guide
- SoE supplemental materials
- SoE Class CD
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- Picture cards

- Give content-based presentations using technical vocabulary; Justify/defend opinions or explanations with evidence.

Writing

Level 1

- Answer oral questions with single words
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- Communicate ideas by drawing; Copy words, phrases and short sentences

Level 2

- Complete/ produce sentences from word/phrase banks or walls;
- Fill in graphic organizers, charts, and tables
- Make comparisons using real-life or visually- supported materials

Level 3

- Describe events, people, processes, procedures
- Produce simple expository or narrative text
- String related sentences together

Level 4

- Take notes using graphic organizer; summarize content-based information

Level 5

- Connect or integrate personal experiences with literature/content.

- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

Content Area: ELL

Grade Level : Three - Four

Unit Title: Geography and the World

Interdisciplinary Connections:

English Language Arts Connections:

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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21st Century Themes:

- Global Awareness

21st Century Skills:

- **Learning and Innovation Skills**

- **Creativity and Innovation**

- Think critically
- Work Creatively with Others
- Implement Innovations

- **Critical Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgments and Decisions
- Solve Problems

- **Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

- **Information, Media and Technology Skills**

- **Information Literacy**

- Access and Evaluate Information
- Use and Manage Information

- **ICT Literacy**

Apply Technology Effectively

- **Life and Career Skills**

- **Flexibility and Adaptability**

- Adapt to Change
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- Manage Goals and Time
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- Interact with others
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- Manage Projects
- Produce Results

- **Leadership and Responsibility**

- Guide and Lead Others
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Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use

Unit Title: Unit 5- Geography and the World	Grade Level: Three - Four	Time Frame: April - May
<p>Standard:</p> <p>Standard 1-Communication- English language learners communicate for Social and Instructional purposes within the school setting;</p> <p>Standard 2- Language Arts- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>Standard 3- Math- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math</p> <p>Standard 4- Science- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p> <p>Standard 5- Social Studies- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> Students will be able to read a map using a legend, compass rose and other features. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> How does a map/globe help us to understand the world around us? 	
<p>Cumulative Progress Indicators:</p> <p>At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> Pictorial or graphic representation of the language of story genres Words, phrases, or chunks of language when presented with directions WH- questions or statements with visual support General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers 	<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> Use appropriate vocabulary for map/globes, locations and the world. Identify our city, state, country in which we live Define and explain math-related concepts like area and perimeter, shapes, etc. Locate and show places on maps and globes Define moon, star, sky, and clouds and its importance Define locations of places on maps or globes (using relational language) Using prepositions, nouns, adjectives, articles, tenses, pronouns, plurals, punctuation, contractions, irregular past-tense verbs and conjunctions in writing and speaking. Using different types of maps/graphs Describing directions, land forms, states, countries, continents, bodies of water, signs and symbols, map legend, compass rose Utilize informational and fictional content Ask and answer questions using academic language about fiction and non-fiction Give directions from one place to another using North, South, East, West Making inferences, fantasy vs. reality Sequencing events in a fiction story Naming and describing shapes and landforms 	

Suggested Tasks and Activities:

Suggested Tasks and Activities:

- Give directions from one place on a map to another
- Define locations on a map
- Identify and describe places and things
- Draw and cut out different polygons and make a new figure (house, boat, train, etc)
- Discuss and draw different bodies of water: lake, bay, river, etc.
- Discuss and draw different landforms: plain, valley, island, peninsula
- Create a plan to protect their chosen landform from contamination, pollution, deforestation.
- Sing and discuss “Twinkle, Twinkle, Little Star”
- Discuss and write about how we use water every day.
- Use a map legend and compass rose

Assessments:

- Unit test
- Oral participation in songs, chants, games
- Draw and label a family tree using pictures/words/sentences
- Written assignments
- Workbook pages

Demonstration of Learning

Listening

Level 1-

- Point to stated pictures, words, or phrases
- Match classroom oral language to daily routines; follow one-step directions

Level 2-

- Arrange pictures or objects per oral information
- Follow two-step oral directions

Level 3-

- Follow multi-step oral directions; sequence pictures from oral stories, processes, or procedures

Level 4

- Interpret oral information and apply to new situations

Level 5

- Carry out oral instructions containing grade-level, content-based language

Speaking

Level 1

- Express basic needs or conditions
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Level 2

- Describe pictures, events, objects, or people using phrases or short sentences;
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Level 3

- Answer simple content-based questions; re/tell short stories or events.

Level 4

- Answer opinion questions with supporting details; Discuss stories, issues, and concepts.

Level 5

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Reading**Level 1**

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Resources:

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Writing**Level 1**

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Level 2

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- Fill in graphic organizers, charts, and tables
- Make comparisons using real-life or visually- supported materials

Level 3

- Describe events, people, processes, procedures
- Produce simple expository or narrative text
- String related sentences together

Level 4

- Take notes using graphic organizer; summarize content-based information

Level 5

- Connect or integrate personal experiences with literature/content.

- Manipulatives
- Graphic organizers
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Unit Title:**Interdisciplinary Connections:****English Language Arts Connections:**

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21st Century Themes:

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21st Century Skills:

- **Learning and Innovation Skills**

- **Creativity and Innovation**
 - Think critically
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 - Communicate Clearly
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- **Information, Media and Technology Skills**

- **Information Literacy**
 - Access and Evaluate Information
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Apply Technology Effectively

- **Life and Career Skills**

- **Flexibility and Adaptability**
 - Adapt to Change
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- **Initiative and Self-Direction**
 - Manage Goals and Time
 - Work Independently
 - Be Self-directed Learners
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 - Manage Projects
 - Produce Results
- **Leadership and Responsibility**
 - Guide and Lead Others
 - Be Responsible to Others

Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use

Unit Title: Unit 6 – Building of America and Inventions	Grade Level: Three - Four	Time Frame: June
<p>Standard:</p> <p>Standard 1-Communication- English language learners communicate for Social and Instructional purposes within the school setting;</p> <p>Standard 2- Language Arts- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>Standard 3- Math- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math</p> <p>Standard 4- Science- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p> <p>Standard 5- Social Studies- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will be able to understand how inventions have bettered their lives. • Students will be able to understand the building of America. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • In what ways has your life changed from early America? • Which invention do you think is the most important? 	
<p>Cumulative Progress Indicators:</p> <p>At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> • Pictorial or graphic representation of the language of story genres • Words, phrases, or chunks of language when presented with directions • WH- questions or statements with visual support • General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs • Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support • Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers 	<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Words to learn: journey, Native Americans, pioneers, supplies, trail, wagon, river, travel, oxen, boat, bridge, building, construction, etc. • Using informational texts to supplement, support, or clarify information using graphs, charts, photos, illustrations, and diagrams • Reading comprehension skills and strategies: making inferences, fantasy/reality, cause/effect, main idea and details, sequencing, drawing conclusions, comparing & contrasting • Retelling non-fiction stories • Using prepositions, nouns, adjectives, articles, tenses, pronouns, plurals, punctuation, contractions, irregular and regular past-tense verbs in writing, reading, speaking, and listening. • Discuss different modes of transportation and how travel has changed from the past. • Use timelines to read, write, speak and listen to about information • Name and describe shapes and landforms 	

Suggested Tasks and Activities:

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- Subject-specific word wall
- Personal dictionaries in notebooks
- Writing a caption under a given picture based on individual learner's level
- Writing: describe personal experiences about moving to America from their homeland.
- Retell stories in first-person point of view using *I, we, our*.
- Write a short paragraph about when they visited a fun place: what they saw, what they did, people they met, etc.
- Research a famous inventor/ invention and present to class
- Research and create a poster of a famous landmark in the U.S. – Statue of Liberty, U.S. Flag, Empire State Building, Mount Rushmore, Times Square, etc.
- Famous landmark BINGO

Pretend you were an early settler and write a story about your journey from east to west. **Assessments:**

- Unit test
- Oral participation in songs, chants, games
- Draw and label a family tree using pictures/words/sentences
- Written assignments
- Workbook pages

Demonstration of Learning

Listening

Level 1-

- Point to stated pictures, words, or phrases
- Match classroom oral language to daily routines; follow one-step directions

Level 2-

- Arrange pictures or objects per oral information
- Follow two-step oral directions

Level 3-

- Follow multi-step oral directions; sequence pictures from oral stories, processes, or procedures

Level 4

- Interpret oral information and apply to new situations

Level 5

- Carry out oral instructions containing grade-level, content-based language

Speaking

Level 1

- Express basic needs or conditions
- Answer yes/no and choice questions; recite words or phrases from pictures of everyday objects and oral modeling

Level 2

- Describe pictures, events, objects, or people using phrases or short sentences;
- Ask simple, everyday questions

Level 3

- Answer simple content-based questions; re/tell short stories or events.

Level 4

- Answer opinion questions with supporting details; Discuss stories, issues, and concepts.

Level 5

- Give content-based presentations using technical vocabulary; Justify/defend opinions or explanations with evidence.

Reading

Level 1

- Make sound/ symbol/ word relations
- Match illustrated words/ phrases in differing contexts
- Match icons or diagrams with words/concepts
- Identify cognates from first language, as applicable

Level 2

- Identify facts and explicit messages from illustrated text
- Find changes to root words in context
- Identify elements of story grammar (characters, setting

Level 3

- Describe events, people, processes, procedures
- Produce simple expository or narrative text
- String related sentences together

Level 4

- Match graphic organizers to different texts
- Differentiate between fact and opinion in narrative and expository texts;

Level 5

- Summarize information from multiple related sources

Tech Integration:

SmartBoard, online picture dictionary, online language translator

Resources:

- Spotlight on English Teacher's Guide
- SoE supplemental materials
- SoE Class CD
- Spotlight Online
- Picture cards

Writing

Level 1

- Answer oral questions with single words
- Label objects, pictures, or diagrams from word/phrase banks;
- Communicate ideas by drawing; Copy words, phrases and short sentences

Level 2

- Complete/ produce sentences from word/phrase banks or walls;
- Fill in graphic organizers, charts, and tables
- Make comparisons using real-life or visually- supported materials

Level 3

- Describe events, people, processes, procedures
- Produce simple expository or narrative text
- String related sentences together

Level 4

- Take notes using graphic organizer; summarize content-based information

Level 5

- Connect or integrate personal experiences with literature/content.

- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

