PITTSGROVE TOWNSHIP SCHOOL DISTRICT

Course Name: ESL I	Grade Level(s): 2nd to 4th
Department: Humanities	Credits: N/A
BOE Adoption Date: 10/17/2019	Revision Date(s): 6/20/2019

Course Description

The primary goal of the English Language Learner Programs of the Pittsgrove Township School District is to provide an educational environment that ensures that students whose first language is other than English participate fully in the school community and the community at large in order to reach his/her full potential. The Pittsgrove Township School District ESL Program is a developmental second-language program that teaches aural comprehension, speaking, reading, and writing in English using second-language teaching techniques, and incorporates the cultural aspects of the students' experiences in their ESL instruction.

The second grade through fourth grade language arts curriculum utilizes a balanced literacy approach. The course incorporates reading units that relate to literature and non-fiction, as well as writing units that are based on genre. Reading and writing units are taught concurrently. Whole class reading activities relate to thematic units. Emphasis on close reading strategies will allow students to understand key ideas and details and make inferences and predictions. Students will begin to appreciate the author's craft and structure. Word study focuses on the use of context clues and understanding of vocabulary connotation as well as denotation. Aligning with the New Jersey Student Learning Standards, many writing experiences are grounded in evidence from text. Students will write for a variety of purposes, including narrative, informative/explanatory, and argumentative texts . In addition, students will use technology to produce and publish writing and to collaborate with one another. Spelling and grammar are infused into focus lessons that pertain directly to writing.

The Pittsgrove Township School District believes in growing all learners to thrive. *The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.*

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units*. The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
^=Amistad Law   **O=Diversity & Inclusion Law**   **<>=Holocaust**   **+=LGBT and Disabilities Law**   ***=AAPI (Asian American and Pacific Islanders)**   **$=Financial Literacy**   **Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.**

Pacing Guide

Course Title: ESL I (2nd-4th)

Prerequisite(s): None

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1:	September-December Trimester 1	**WIDA Standards English Language Proficiency** Standard 1 English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts **NJSLS English Language Arts Standards Progress Indicators** Power Standards: RL.2-4.1 RL.2-4.2 RL.2-4.3 RL.2-4.4 RL.2-4.5 RL.2-4.6	**Students will be able to:** ● English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency ● English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts ● Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ● Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. ● Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. ● Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. ● Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene,	● Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ● Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. ● Describe characters in a story (e.g., their traits, 3. motivations, or feelings) and explain how their actions contribute to the sequence of events. ● Read simple texts, both fiction and non-fiction, with fluency that is appropriate with proficiency level. ● Demonstrate an understanding of the purpose of punctuation marks while reading aloud. ● Distinguish their own point of view from that of the narrator or those of the characters. ● Identify and know the meaning of the most common prefixes and derivational suffixes. ● Decode words with common Latin suffixes. ● Decode multisyllable words.

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		RF.2-4.3 RF.2-4.4 W.2-4.3 W.2-4.5 W.2-4.8 SL.2-4.1 SL.2-4.2 SL.2-4.4 SL.2-4.6 L.2-4.1 L.2-4.2 L.2-4.3 L.2-4.4 Secondary Standards RL.2-4.8 RL.2-4.9 RL.2-4.10 W.2-4.6 W.2-4.10 SL.2-4.3 SL.2-4.5 L.2-4.5 L.2-4.6	and stanza; describe how each successive part builds on earlier sections. ● Distinguish their own point of view from that of the narrator or those of the characters. ● Know and apply grade-level phonics and word analysis skills in decoding and encoding words. ● Read with sufficient accuracy and fluency to support comprehension. ● Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. ● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. ● Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. ● Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. ● Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ● Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. ● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	● Read grade-appropriate irregularly spelled words. ● Read grade-level text with purpose and understanding. ● Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. ● Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ● Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. ● Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations. ● Use temporal words and phrases to signal event order. ● Provide a sense of closure. ● Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. ● Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). ● Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. ● Explain their own ideas and understanding in light of the discussion. ● Explain the function of nouns, pronouns, verbs, adjectives, and

			- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	- adverbs in general and their functions in particular sentences. - Form and use regular and irregular plural nouns. - Use abstract nouns (e.g., childhood). - Form and use regular and irregular verbs. - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. - Ensure subject-verb and pronoun-antecedent agreement. - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. - Use coordinating and subordinating conjunctions. - Produce simple, compound, and complex sentences. - Capitalize appropriate words in titles. - Use commas in addresses. - Use commas and quotation marks in dialogue. - Form and use possessives. - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. - Choose words and phrases for effect.

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				• Recognize and observe differences between the conventions of spoken and written standard English. • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). • Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
Unit 2:	January-March Trimester 2	**WIDA Standards English Language Proficiency** Standard 1 English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	**Students will be able to:** English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts • Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • Determine the main idea of a text; recount the key details and explain how they support the main idea. • Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate	• Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • Determine the main idea of a text; recount the key details and explain how they support the main idea. • Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. • Distinguish their own point of view from that of the author of a text.Integration of • Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to

		NJSLS English Language Arts Standards Progress Indicators **Power Standards:** RI.2-4.1 RI.2-4.2 RI.2-4.5 RI.2-4.6 RI.2-4.7 RF.2-4.3 RF.2-4.4 W.2-4.2 W.2-4.5 W.2-4.7 SL.2-4.1 SL.2-4.2 SL.2-4.4 SL.2-4.6 L.2-4.1 L.2-4.2 L.2-4.3 L.2-4.4 **Secondary Standards:** RI.2-4.3 RI.2-4.4 RI.2-4.8 RI.2-4.9 RI.2-4.10 W.2-4.6 W.2-4.8	information relevant to a given topic efficiently. ● Distinguish their own point of view from that of the author of a text.Integration of ● Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate an understanding of the text (e.g., where, when, why, and how key events occur). ● Know and apply grade-level phonics and word analysis skills in decoding and encoding words. ● Read with sufficient accuracy and fluency to support comprehension. ● Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. ● Conduct short research projects that build knowledge about a topic. ● Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. ● Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ● Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking	demonstrate an understanding of the text (e.g., where, when, why, and how key events occur). ● Identify and know the meaning of the most common prefixes and derivational suffixes. ● Decode words with common Latin suffixes. ● Decode multisyllable words. ● Read grade-appropriate irregularly spelled words. ● Read grade-level text with purpose and understanding. ● Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. ● Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ● Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. ● Develop the topic with facts, definitions, and details. ● Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. ● Provide a conclusion. ● Explicitly draw on previously read text or material and other information known about the topic to explore ideas

		W.2-4.10 SL.2-4.3 SL.2-4.5 L.2-4.5 L.2-4.6	clearly at an understandable pace. ● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● Use knowledge of language and its conventions when writing, speaking, reading, or listening. ● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	under discussion. ● Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). ● Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. ● Explain their own ideas and understanding in light of the discussion. ● Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ● Form and use regular and irregular plural nouns. ● Use abstract nouns (e.g., childhood). ● Form and use regular and irregular verbs. ● Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. ● Ensure subject-verb and pronoun-antecedent agreement. ● Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. ● Use coordinating and subordinating conjunctions. ● Produce simple, compound, and complex sentences.

				● Capitalize appropriate words in titles. ● Use commas in addresses. ● Use commas and quotation marks in dialogue. ● Form and use possessives. E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). ● Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. ● Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. ● Choose words and phrases for effect. ● Recognize and observe differences between the conventions of spoken and written standard English. ● Use sentence-level context as a clue to the meaning of a word or phrase. ● Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). ● Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). ● Use glossaries or beginning

				dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
Unit 3:	April-June (Trimester 3)	**WIDA Standards English Language Proficiency** • Standard 1 English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency • Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts **NJSLS English Language Arts Standards Progress Indicators** **Power Standards:** RL.2-4.1 RL.2-4.2 RL.2-4.4 RL.2-4.5 RL.2-4.6 RL.2-4.9 RI.2-4.8 RI.2-4.9 RF.2-4.3 RF.2-4.4	**Students will be able to:** • Standard 1 English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency • Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts ● Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ● Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. ● Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. ● Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. ● Distinguish their own point of view from that of the narrator or those of the characters. ● Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or	● Identify and know the meaning of the most common prefixes and derivational suffixes. ● Decode words with common Latin suffixes. ● Decode multisyllable words. ● Read grade-appropriate irregularly spelled words. ● Read grade-level text with purpose and understanding. ● Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. ● Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ● Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. ● Provide reasons that support the opinion. ● Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. ● Provide a conclusion. ● Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. ● Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). ● Ask questions to check understanding

		W.2-4.1 **W.2-4.4** **W.2-4.6** **W.2-4.8** **SL.2-4.1** **SL.2-4.2** **SL.2-4.5** **SL.2-4.6** **L.2-4.1** **L.2-4.2** **L.2-4.5** **Secondary Standards** **RL.2-4.7** **RL.2-4.10** **W.2-4.5** **W.2-4.9** **W.2-4.10** **SL.2-4.3** **SL.2-4.4** **L.2-4.3** **L.2-4.4** **L.2-4.6**	moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). ● Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text. ● Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic. ● Know and apply grade-level phonics and word analysis skills in decoding and encoding words. ● Read with sufficient accuracy and fluency to support comprehension. ● Write opinion pieces on topics or texts, supporting a point of view with reasons. ● With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. ● With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. ● Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. ● Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3	of information presented, stay on topic, and link their comments to the remarks of others. ● Explain their own ideas and understanding in light of the discussion. ● Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ● Form and use regular and irregular plural nouns. ● Use abstract nouns (e.g., childhood). ● Form and use regular and irregular verbs. ● Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. ● Ensure subject-verb and pronoun-antecedent agreement. ● Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. ● Use coordinating and subordinating conjunctions. ● Produce simple, compound, and complex sentences. ● Capitalize appropriate words in titles. ● Use commas in addresses. ● Use commas and quotation marks in dialogue. ● Form and use possessives. ● Use conventional spelling for high-frequency and other studied

| | | | topics and texts, building on others' ideas and expressing their own clearly.
● Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
● Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
● Demonstrate understanding of figurative language, word relationships and nuances in word meanings. | words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
● Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
● Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
● Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
● Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
● Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). |

Instructional Unit Map				
Course Title: ESL *(2nd to 4th Grade)*				

Unit Title:	Launching Reader's/Writer's Workshop/Fiction/Narrative Writing	**Start Date:**	September-December
		Length of Unit:	Trimester 1

Content Standards	WIDA Standards English	Learning	Students will be able to:
What do we want them to know, understand, & do?	**Language Proficiency** • Standard 1 English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency • Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts **NJSLS English Language Arts Standards Progress Indicators** **Key Ideas and Details** • RL.2-4.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • RL.2-4.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. • RL.2-4.3. Describe the characters	**Learning Goals**	• Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. • Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. • Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. • Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. • Distinguish their own point of view from that of the narrator or those of the characters. • Know and apply grade-level phonics and word analysis skills in decoding and encoding words. • Read with sufficient accuracy and fluency to support comprehension. • Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. • Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. • Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

	in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.		● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Craft and Structure		● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	● RL.2-4.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.		● Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	● RL.2-4.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.		● Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
	● RL.2-4.6. Distinguish their own point of view from that of the narrator or those of the characters.		
	Phonics and Word Recognition		
	● RF.2-4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.		
	Fluency		
	● RF.2-4.4. Read with sufficient accuracy and fluency to support comprehension.		
	Text Types and Purposes		
	● W.2-4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.		
	Production and Distribution of		

	Writing ● W.2-4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **Research to Build and Present Knowledge** ● W.2-4.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **Comprehension and Collaboration** ● SL.2-4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. ● SL.2-4.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **Presentation of Knowledge and Ideas** ● SL.2-4.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an		

	understandable pace. ● SL.2-4.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **Progress Indicators for Language** ● L.2-4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● L.2-4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **Knowledge of Language** ● L.2-4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. **Vocabulary Acquisition and Use** ● L.2-4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	
Essential Questions	● What language is needed to demonstrate comprehension and engage in a topic? ● How do authors use a combination of words, and sentences to communicate a message? ● What language will I need to successfully communicate in my new home and school in the United States? ● What do I need to help communicate? ● Who am I and what is my place in the world?	

Assessments *How will we know they have gained the knowledge & skills?*	Formative	Summative	Alternative
	● Short Quizzes ● Participation in TPR activities ● One sentence summaries ● Teacher observations ● Group Work Updates ● Idea Webs ● Daily Do Now Review Questions ● Brainstorming Contribution ● Exit Questions ● Dialog/Reflective Journals ● Erasable Board Messages ● Individual Conferences ● KWL charts ● Teacher observations and anecdotal notes ● Project work ● Writing samples ● End of unit tests ● Teacher made tests/activities ● Group work assessment ● Samples of class work	● Sight Word assessment ● Lucy Calkins Writing Rubrics ● Heggarty Benchmark ● Fountas and Pinnell Benchmark Assessment ● Jennifer Serravallo Fiction/NonFiction Units of Study ● WIDA placement (for new arrivals) ● WIDA Model assessment ● Spring WIDA assessment (for all ELLs)	● Portfolios. These may be physical (e.g., a binder) or electronic (e.g., a personal website or software). ... ● Student-Produced Demonstrations ● Oral Presentations ● Skits or Plays ● Student-Created Visuals ● Journaling ● One-on-One Conferencing. ● Creative Projects.
Unit Pre-Assessment(s) *What do they already know?*	● WIDA placement (for new arrivals) ● WIDA Model assessment ● WIDA assessment (Access 2.0 for all ELLs) ● Heggarty Benchmark ● Fountas and Pinnell Benchmarking Assessment ● Jennifer Serravallo Fiction/NonFiction Units of Study ● Lucy Calkins Writing Rubrics		
Instructional Strategies/Student Activities	http://www.academicenglishlearners.com/uploads/1/6/8/5/16850748/examples_of_graphic_organizers.pdf ELP Level 1 – Beginner ELP Level 2– Early-Intermediate ELP Level 3– Intermediate ELP Level 4– Early-Advanced ELP Level 5- Advanced		

Teaching Strategy	1	2	3	4	5
● Display content and language objectives	x	x	x	x	x
● Use manipulatives, visuals, realia, props, games, hands-on activities	x	x	x	x	x
● Create climate of acceptance/respect that supports acculturation	x	x	x	x	x
● Use cooperative learning groups	x	x	x	x	x
● Require physical response to check comprehension	x	x	x	x	x
● Display print to support oral language	x	x	x	x	x
● Model activities for students	x	x	x	x	x
● Make connections across the curriculum and interdisciplinary	x	x	x	x	x
● Use modified speech, gestures, body language, facial expressions	x	x	x	x	x
● Ask yes/no questions or questions that require a one-word answer	x	x			
● Ask students to show/point/draw	x	x	x	x	x
● Teach content area vocabulary/terminology and display it (word walls)	x	x	x	x	x
● Provide and teach how to use (bilingual) dictionaries	x	x	x	x	
● Provide and show how to use a picture dictionary	x	x	x		
● Use other (bilingual) students as peer helpers	x	x	x		
● Secure the support of a (bilingual) EA	x	x			
● Secure a Spanish-language edition of a textbook if available	x				
● Encourage responses in student"s first language	x				
● Simplify language/not content		x	x	x	x

• Design lessons to motivate students to talk and interact meaningfully		x	x	x	x
• Ask students questions that require one/two word responses: who?, what?, which one?, how many?		x	x	x	x
• Focus on expanding students" vocabulary (word parts; Greek and Latin)		x	x	x	x
• Avoid using idiomatic expressions	x	x			
• List and review instructions step by step, check comprehension			x	x	
• Build on students prior knowledge and connect to their experiences/ culture			x	x	x
• Incorporate more reading and writing			x	x	x
• Engage students in producing language such as describing, retelling, comparing, contrasting, summarizing, graphs, charts, diagrams, creating rebuses			x	x	x
• Paraphrase, use synonyms, antonyms, cognates	x	x	x	x	
• Provide sentence frames and sentence starters	x	x	x	x	
• Have students brainstorm, list, web, use various graphic organizers			x	x	x
• Ask questions soliciting opinions, judgment, explanation (more "why" and "how" questions)				x	x
• Introduce figurative language				x	x
• Develop academic language (oral and written)			x	x	x
• Incorporate note-taking skills			x	x	x
• Develop study and organization skills (ISN, binders, calendars)	x	x	x	x	x
• Teach and practice test-taking skills			x	x	x
• Demonstrate how to verify answers (oral and written)			x	x	x

● Expand figurative language (idioms)					x
● Adjust your formative assessment strategies	x	x	x		
● Use accommodations for work samples as appropriate	x	x			
● Gradually release responsibility – "I Do – We Do – You Do"	x	x	x	x	x
● Chunk text with summarization	x	x	x	x	x

Instructional/Assessment Scaffolds (Modifications /Accommodations) – planned for prior to instruction	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	● Pair visual prompts with verbal presentations ● Cue students before asking a question during class discussions ● Use a word square (graphic organizer) to teach target academic vocabulary for the Health and Lifestyle unit. ● Frontload vocabulary ● Accept verbal responses in lieu of written work ● Provide sentence frames for written work ● Modify length of reading passages ● Native language supports: Bilingual dictionaries, peer translation, and google translate ● Model the key concepts and language functions -use realia, maps, photos, and manipulatives ● TPR (total physical response) ● Sentence strips to model complete	● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports. ● Allow for Student Choice: Students should be permitted to demonstrate an understanding of the fiction stories through drawings, oral response, etc. ● This unit's vocabulary and literary terms should be pre-taught before each fiction story. Multisensory methods will be utilized such as google images, gesturing, and meaningful movement. ● Differentiation through content, process, product,	● Modify content to focus on key concepts & have students paraphrase key ideas ● Use individual word walls (in notebook) to note definition of challenging words ● Provide outlines of class notes - through google doc. ● When introducing the chapters pertaining to the Health & Lifestyle unit, use a Think-Pair-Write-Share (graphic organizer) to provide written and oral language processing time for the content learning. ● Pair visual prompts with verbal presentations ● Cue students before asking a question during	● Allow extended time for reading and writing activities about school ● Check for comprehension of directions ● Modify content to focus on key concepts ● Have students paraphrase key ideas ● Provide outlines of class notes ● Frontloading vocabulary ● Graphic organizers ● Accept modified written work ● Simplified assignments ● Bilingual dictionaries ● hands-on activities ● Demonstrations

	environment	class discussions
sentence writing about the topic ● Word walls with pictures - can be personal notebook word reference guides	● Text to speech/Oral reading ● Access to word/picture banks for reference in tasks that require reading texts or writing ● Provide students with flexible seating options while reading, depending on need or preference.	● Extended time for written work ● Modify length of reading passages ● Native language supports: Bilingual dictionaries, peer translation, and google translate

Differentiated Instructional Methods: *(Multiple means for students to access content and multiple modes for student to express understanding)*	**Access** *(Resources and/or Process)*	**Expression** *(Products and/or Performance)*
	● Fundations alphabet letters, posters, letter titles, sound cards display ● Promethean board for student & teacher discussions ● iPads (literacy apps) ● Using reading materials at varying readability levels ● Putting text materials on audio ● Using spelling/vocab lists at readiness level of students ● Presenting ideas through auditory, visual, kinesthetic, & tactile means ● Using reading buddies ● Flex grouping ● Compacting content ● Meeting with small groups to reteach idea/skill, or to extend the thinking/skill ● Multi-leveled questions ● Modeling	● Author's chair/peer sharing ● Tiered activities through which all learners work with the same information, understanding, & skills, but proceed with different levels of support, challenge, or complexity. ● Centers/Stations ● Developing personal agendas ● Manipulatives ● Varying the length of time a student may take to complete a task ● Learning logs or journals ● Note-taking organizers ● Graphic organizers ● Highlighted materials ● Jigsaw ● Think, Pair, Share ● Learning Menus ● Webquests ● Role Play / Simulations

Vocabulary *Highlight key vocabulary (both Tier II and Tier III words)*	● **Tier Two words** (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (misfortune, dignified, faltered, unabashedly). Tier Two words often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example. Because Tier Two words are found across many types of texts, they are highly generalizable. ● **Tier Three words** (what the Standards refer to as domain-specific words) are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and "hard" words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).
Integration of Technology SAMR	● Listening center. Students listen to a story, using active listening skills. ● Audio CDs ● Multimedia resources-(http://www.readworks.org, https://jr.brainpop.com/, https://newsela.com/, https://www.readinga-z.com/) ● Google:Docs, PowerPoint ● Mind mapping: MINDMUP
Interdisciplinary Connections NJ Student Learning Standards	**Social Studies** 6.1.P.A.1 - Demonstrate an understanding of rules by following most classroom Routines. 6.1.P.A.2 - Demonstrate responsibility by initiating simple classroom tasks and jobs 6.1.P.A.3 - Demonstrate appropriate behavior when collaborating with others. **Career Ready Practices** CRP2. Apply appropriate academic and technical skills. CRP4 Communicate clearly and effectively and with reason. CRP6 Demonstrate creativity and innovation **Technology** 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

21st Century Themes/Skills P21 Framework	**Themes**	**Skills**
	Global Awareness 1. Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a	● Creativity and innovation ● Critical thinking and problem solving ● Communication and collaboration

	spirit of mutual respect and open dialogue in personal, work and community contexts. 2. Understanding other nations and cultures,including the use of non-English languages.	● Information literacy ● Flexibility and adaptability ● Initiative and self direction ● Productivity and accountability ● Leadership and responsibility
Resources/Materials	● Leveled Literacy Intervention (Particular texts and levels)-Word list books ● Fountas and Pinnell Benchmark Assessment ● Jennifer Serravallo Fiction/NonFiction Units of Study ● Readers/Writers Notebook ● Raz- Kids ● Scholastic Magazine	

Instructional Unit Map

Course Title: ESL (2nd-4th Grade)

Unit Title:	Unit 2 Nonfiction/Science		Start Date:	January-March
			Length of Unit:	Trimester 2

| **Content Standards**
What do we want them to know, understand, & do? | **WIDA Standards English Language Proficiency**
● Standard 1 English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency
● Standard 2 English | | **Students will be able to:**
● English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency
● English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
● Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
● Determine the main idea of a text; recount the key details and explain how they support the main idea. |

	language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts **NJSLS English Language Arts Standards Progress Indicators** Power Standards: ● **Key Ideas and Details** RI.2-4.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ● RI.2-4.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. **Craft and Structure** ● RI.2-4.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to		● Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. ● Distinguish their own point of view from that of the author of a text.Integration of ● Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate an understanding of the text (e.g., where, when, why, and how key events occur). ● Know and apply grade-level phonics and word analysis skills in decoding and encoding words. ● Read with sufficient accuracy and fluency to support comprehension. ● Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. ● Conduct short research projects that build knowledge about a topic. ● Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. ● Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ● Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. ● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● Use knowledge of language and its conventions when writing, speaking, reading, or listening. ● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

	locate information relevant to a given topic efficiently. ● RI.2-4.6. Distinguish their own point of view from that of the author of a text.Integration of **Knowledge and Ideas** ● RI.2-4.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate an understanding of the text (e.g., where, when, why, and how key events occur). **Phonics and Word Recognition** ● RF.2-4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. **Fluency** ● RF.2-4.4. Read with sufficient accuracy and fluency to support comprehension.	

	Text Types and Purposes ● W.2-4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **Production and Distribution of Writing** ● W.2-4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **Research to Build and Present Knowledge** ● W.2-4.7. Conduct short research projects that build knowledge about a topic. **Comprehension and Collaboration** ● SL.2-4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on		

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	others' ideas and expressing their own clearly. ● SL.2-4.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **Presentation of Knowledge and Ideas** ● SL.2-4.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. ● SL.2-4.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **Progress Indicators for Language**	

	● L.2-4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● L.2-4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **Knowledge of Language** ● L.2-4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. **Vocabulary Acquisition and Use** ● L.2-4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.		

Essential Questions	- What language is needed to demonstrate comprehension and engage in a topic? - How do authors use a combination of words, and sentences to communicate a message? - What language will I need to successfully communicate in my new home and school in the United States? - What do I need to help communicate? - Who am I and what is my place in the world?		
Assessments *How will we know they have gained the knowledge & skills?*	**Formative**	**Summative**	**Alternative**
	- Short Quizzes - Participation in TPR activities - One sentence summaries - Teacher observations - Group Work Updates - Idea Webs - Daily Do Now Review Questions - Brainstorming Contribution - Exit Questions - Dialog/Reflective Journals - Erasable Board Messages - Individual Conferences - KWL charts - Teacher observations and anecdotal notes - Project work - Writing samples - End of unit tests - Teacher made tests/activities - Group work assessment - Samples of class work	- Sight Word assessment - Lucy Calkins Writing Rubrics - Heggarty Benchmark - Fountas and Pinnell Benchmark Assessment - Jennifer Serravallo Fiction/NonFiction Units of Study - WIDA placement (for new arrivals) - WIDA Model assessment - Spring WIDA assessment (for all ELLs)	- Portfolios. These may be physical (e.g., a binder) or electronic (e.g., a personal website or software) - Student-Produced Demonstrations - Oral Presentations - Skits or Plays - Student-Created Visuals - Journaling - One-on-One Conferencing. - Creative Projects.
Unit Pre-Assessment(s) *What do they already know?*	- WIDA placement (for new arrivals) - WIDA Model assessment - WIDA assessment (Access 2.0 for all ELLs) - Heggarty Benchmark - Fountas and Pinnell Benchmarking Assessment - Jennifer Serravallo Fiction/NonFiction Units of Study		

	● Lucy Calkins Writing Rubrics
Instructional Strategies/Student Activities	http://www.academicenglishlearners.com/uploads/1/6/8/5/16850748/examples_of_graphic_organizers.pdf ELP Level 1 – Beginner ELP Level 2– Early-Intermediate ELP Level 3– Intermediate ELP Level 4– Early-Advanced ELP Level 5- Advanced

Teaching Strategy	1	2	3	4
● Display content and language objectives	x	x	x	x
● Use manipulatives, visuals, realia, props, games, hands-on activities	x	x	x	x
● Create climate of acceptance/respect that supports acculturation	x	x	x	x
● Use cooperative learning groups	x	x	x	x
● Require physical response to check comprehension	x	x	x	x
● Display print to support oral language	x	x	x	x
● Model activities for students	x	x	x	x
● Make connections across the curriculum and interdisciplinary	x	x	x	x
● Use modified speech, gestures, body language, facial expressions	x	x	x	x
● Ask yes/no questions or questions that require a one-word answer	x	x		
● Ask students to show/point/draw	x	x	x	x
● Teach content area vocabulary/terminology and display it (word walls)	x	x	x	x
● Provide and teach how to use (bilingual) dictionaries	x	x	x	x
● Provide and show how to use a picture dictionary	x	x	x	
● Use other (bilingual) students as peer helpers	x	x	x	

● Secure the support of a (bilingual) EA	x	x		
● Secure a Spanish-language edition of a textbook if available	x			
● Encourage responses in student"s first language	x			
● Simplify language/not content		x	x	x

● Design lessons to motivate students to talk and interact meaningfully		x	x	x
● Ask students questions that require one/two word responses: who?, what?, which one?, how many?		x	x	x
● Focus on expanding students" vocabulary (word parts; Greek and Latin)		x	x	x
● Avoid using idiomatic expressions	x	x		
● List and review instructions step by step, check comprehension			x	x
● Build on students prior knowledge and connect to their experiences/ culture			x	x
● Incorporate more reading and writing			x	x
● Engage students in producing language such as describing, retelling, comparing, contrasting, summarizing, graphs, charts, diagrams, creating rebuses			x	x
● Paraphrase, use synonyms, antonyms, cognates	x	x	x	x
● Provide sentence frames and sentence starters	x	x	x	x
● Have students brainstorm, list, web, use various graphic organizers			x	x
● Ask questions soliciting opinions, judgment, explanation (more "why" and "how" questions)				x
● Introduce figurative language				x
● Develop academic language (oral and written)			x	x

	ELL	SPED	Struggling	Advanced
● Incorporate note-taking skills			x	x
● Develop study and organization skills (ISN, binders, calendars)	x	x	x	x
● Teach and practice test-taking skills			x	x
● Demonstrate how to verify answers (oral and written)			x	x
● Expand figurative language (idioms)				
● Adjust your formative assessment strategies	x	x	x	
● Use accommodations for work samples as appropriate	x	x		
● Gradually release responsibility – "I Do – We Do – You Do"	x	x	x	x
● Chunk text with summarization	x	x	x	x

Instructional/Assessment Scaffolds *(Modifications /Accommodations) – planned for prior to instruction*	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	● Pair visual prompts with verbal presentations ● Cue students before asking a question during class discussions ● Use a word square (graphic organizer) to teach target academic vocabulary for the Health and Lifestyle unit. ● Frontload vocabulary ● Accept verbal responses in lieu of written work ● Provide sentence frames for written work ● Modify length of reading	● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports. ● Allow for Student Choice: Students should be permitted to demonstrate an understanding of the fiction stories through drawings, oral response, etc. ● This unit's vocabulary and literary terms should be pre-taught before each fiction story. Multisensory	● Modify content to focus on key concepts & have students paraphrase key ideas ● Use individual word walls (in notebook) to note definition of challenging words ● Provide outlines of class notes - through google doc. ● When introducing the chapters pertaining to the Health & Lifestyle unit, use a Think-Pair-Write-Share (graphic organizer) to provide written and oral	● Use comprehension strategies such as highlighting, sticky notes, summarizing, making connections, etc. ● Anticipation guide: before reading o determine what the student knows about the topic. ● Concept/Idea Map: teacher models note-taking ● Contextualize language: for the key vocabulary terms

	passages ● Native language supports: Bilingual dictionaries, peer translation, and google translate ● Model the key concepts and language functions -use realia, maps, photos, and manipulatives ● TPR (total physical response) ● Sentence strips to model complete sentence writing about the topic ● Word walls with pictures - can be personal notebook word reference guides	methods will be utilized such as google images, gesturing, and meaningful movement. ● Differentiation through content, process, product, environment ● Text to speech/Oral reading ● Access to word/picture banks for reference in tasks that require reading texts or writing Provide students with flexible seating options while reading, depending on need or preference.	language processing time for the content learning. ● Pair visual prompts with verbal presentations ● Cue students before asking a question during class discussions ● Extended time for written work ● Modify length of reading passages ● Native language supports: Bilingual dictionaries, peer translation, and google translate

Differentiated Instructional Methods: *(Multiple means for students to access content and multiple modes for student to express understanding)*	Access *(Resources and/or Process)*	Expression *(Products and/or Performance)*
	- Fundations alphabet letters, posters, letter titles, sound cards display - Promethean board for student & teacher discussions - iPads (literacy apps) - Using reading materials at varying readability levels - Putting text materials on tape/CD - Using spelling/vocab lists at readiness level of students - Presenting ideas through auditory, visual, kinesthetic, & tactile means - Using reading buddies Flex grouping - Compacting	- Author's chair/peer sharing - Tiered activities through which all learners work with the same information, understanding, & skills, but proceed with different levels of support, challenge, or complexity. - Centers/Stations - Developing personal agendas - Manipulatives - Varying the length of time a student may take to complete a task - Learning logs or journals - Note-taking organizers - Graphic organizers - Highlighted materials - Jigsaw - Think, Pair, Share

	- Meeting with small groups to reteach idea/skill, or to extend the thinking/skill - Multi-leveled questions - Modeling	- Learning Menus - Webquests - Role Play / Simulations
Vocabulary *Highlight key vocabulary (both Tier II and Tier III words)*	**Tier Two words** (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (misfortune, dignified, faltered, unabashedly). Tier Two words often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example. Because Tier Two words are found across many types of texts, they are highly generalizable. **Tier Three words** (what the Standards refer to as domain-specific words) are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and "hard" words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).	
Integration of Technology SAMR	- Listening center. Students listen to a story, using active listening skills. - Audio CDs - Multimedia resources-(http://www.readworks.org, https://jr.brainpop.com/, https://newsela.com/, https://www.readinga-z.com/) - Google:Docs, PowerPoint - Mind mapping: MINDMUP	
Interdisciplinary Connections NJ Student Learning Standards	**Social Studies** 6.1.P.A.1 - Demonstrate an understanding of rules by following most classroom Routines. 6.1.P.A.2 - Demonstrate responsibility by initiating simple classroom tasks and jobs 6.1.P.A.3 - Demonstrate appropriate behavior when collaborating with others. **Career Ready Practices** CRP2. Apply appropriate academic and technical skills. CRP4 Communicate clearly and effectively and with reason. CRP6 Demonstrate creativity and innovation **Technology** 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving	

	problems. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.	
21st Century Themes/Skills P21 Framework	**Themes**	**Skills**
	Global Awareness ● Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. ● Understanding other nations and cultures,including the use of non-English languages.	● Creativity and innovation ● Critical thinking and problem solving ● Communication and collaboration ● Information literacy ● Flexibility and adaptability ● Initiative and self direction ● Productivity and accountability ● Leadership and responsibility
Resources/Materials	● Leveled Literacy Intervention (Particular texts and levels)-Word list books ● Fountas and Pinnell Benchmark Assessment ● Jennifer Serravallo Fiction/NonFiction Units of Study ● Heggarty for Phonics ● Sight word lists ● Interactive Notebook ● Raz- Kids ● Scholastic Magazine	

Instructional Unit Map			
Course Title: ESL *(2nd-4th Grade)*			
Unit Title:	Unit 3 Poetry/Folktales/Fairytales/Historical-Science Fiction	**Start Date:**	April-June
		Length of Unit:	Trimester 3

Content Standards	WIDA Standards English Language Proficiency	Learning Goals	Students will be able to:
What do we want them to know, understand, & do?	▸ Standard 1 English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency ▸ Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts **NJSLS English Language Arts Standards Progress Indicators** **Power Standards:** **Key Ideas and Details** ● RL.2-4.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ● RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. **Craft and Structure**		▸ Standard 1 English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency ▸ Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts ● Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ● Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. ● Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. ● Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. ● Distinguish their own point of view from that of the narrator or those of the characters. ● Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). ● Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text. ● Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic. ● Know and apply grade-level phonics and word analysis skills in decoding and encoding words. ● Read with sufficient accuracy and fluency to support comprehension. ● Write opinion pieces on topics or texts, supporting a point of view with reasons. ● With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

	• RL.2-4.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. • RL.2-4.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. • RL.2-4.6. Distinguish their own point of view from that of the narrator or those of the characters. **Integration of Knowledge and Ideas** • RL.2-4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). **Integration of Knowledge and Ideas** • RI.2-4.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text. • RI.2-4.9. Compare, contrast and		• With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. • Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. • Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. • Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

	reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic. **Phonics and Word Recognition** ● RF.2-4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. **Fluency** ● RF.2-4.4. Read with sufficient accuracy and fluency to support comprehension. **Text Types and Purposes** ● W.2-4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. **Production and Distribution of Writing** ● W.2-4.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. ● W.2-4.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. **Research to Build and Present Knowledge** ● W.2-4.8. Recall information from experiences or gather		

	information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **Comprehension and Collaboration** ● SL.2-4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. ● SL.2-4.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **Presentation of Knowledge and Ideas** ● SL.2-4.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. ● SL.2-4.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **Progress Indicators for Language**	

	● L.2-4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● L.2-4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **Vocabulary Acquisition and Use** ● L.2-4.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	

Essential Questions	● What language is needed to demonstrate comprehension and engage in a topic? ● How do authors use a combination of words, and sentences to communicate a message? ● What language will I need to successfully communicate in my new home and school in the United States? ● What do I need to help communicate? ● Who am I and what is my place in the world?

Assessments *How will we know they have gained the knowledge & skills?*	Formative	Summative	Alternative
	● Short Quizzes ● Participation in TPR activities ● One sentence summaries ● Teacher observations ● Group Work Updates ● Idea Webs ● Daily Do Now Review Questions	● Sight Word assessment ● Lucy Calkins Writing Rubrics ● Heggarty Benchmark ● Fountas and Pinnell Benchmark Assessment ● Jennifer Serravallo Fiction/NonFiction Units of Study	● Portfolios. These may be physical (e.g., a binder) or electronic (e.g., a personal website or software). ... ● Student-Produced Demonstrations ● Oral Presentations

	● Brainstorming Contribution ● Exit Questions ● Dialog/Reflective Journals ● Erasable Board Messages ● Individual Conferences ● KWL charts ● Teacher observations and anecdotal notes ● Project work ● Writing samples ● End of unit tests ● Teacher made tests/activities ● Group work assessment ● Samples of class work	● WIDA placement (for new arrivals) ● WIDA Model assessment ● Spring WIDA assessment (for all ELLs)	● Skits or Plays ● Student-Created Visuals ● Journaling ● One-on-One Conferencing. ● Creative Projects.			

Unit Pre-Assessment(s)
What do they already know?

- WIDA placement (for new arrivals)
- WIDA Model assessment
- WIDA assessment (Access 2.0 for all ELLs)
- Heggarty Benchmark
- Fountas and Pinnell Benchmarking Assessment
- Jennifer Serravallo Fiction/NonFiction Units of Study
- Lucy Calkins Writing Rubrics

Instructional Strategies/Student Activities

http://www.academicenglishlearners.com/uploads/1/6/8/5/16850748/examples_of_graphic_organizers.pdf

ELP Level 1 – Beginner ELP Level 2– Early-Intermediate ELP Level 3– Intermediate ELP Level 4– Early-Advanced ELP Level 5- Advanced

Teaching Strategy	1	2	3	4	5
● Display content and language objectives	x	x	x	x	x
● Use manipulatives, visuals, realia, props, games, hands-on activities	x	x	x	x	x
● Create climate of acceptance/respect that supports acculturation	x	x	x	x	x

● Use cooperative learning groups	x	x	x	x	x
● Require physical response to check comprehension	x	x	x	x	x
● Display print to support oral language	x	x	x	x	x
● Model activities for students	x	x	x	x	x
● Make connections across the curriculum and interdisciplinary	x	x	x	x	x
● Use modified speech, gestures, body language, facial expressions	x	x	x	x	x
● Ask yes/no questions or questions that require a one-word answer	x	x			
● Ask students to show/point/draw	x	x	x	x	x
● Teach content area vocabulary/terminology and display it (word walls)	x	x	x	x	x
● Provide and teach how to use (bilingual) dictionaries	x	x	x	x	
● Provide and show how to use a picture dictionary	x	x	x		
● Use other (bilingual) students as peer helpers	x	x	x		
● Secure the support of a (bilingual) EA	x	x			
● Secure a Spanish-language edition of a textbook if available	x				
● Encourage responses in student‟s first language	x				
● Simplify language/not content		x	x	x	x

● Design lessons to motivate students to talk and interact meaningfully		x	x	x	x
● Ask students questions that require one/two word responses: who?, what?, which one?, how many?		x	x	x	x
● Focus on expanding students‟ vocabulary (word parts; Greek and Latin)		x	x	x	x

	1	2	3	4	5
● Avoid using idiomatic expressions	x	x			
● List and review instructions step by step, check comprehension			x	x	
● Build on students prior knowledge and connect to their experiences/ culture			x	x	x
● Incorporate more reading and writing			x	x	x
● Engage students in producing language such as describing, retelling, comparing, contrasting, summarizing, graphs, charts, diagrams, creating rebuses			x	x	x
● Paraphrase, use synonyms, antonyms, cognates	x	x	x	x	
● Provide sentence frames and sentence starters	x	x	x	x	
● Have students brainstorm, list, web, use various graphic organizers			x	x	x
● Ask questions soliciting opinions, judgment, explanation (more "why" and "how" questions)				x	x
● Introduce figurative language				x	x
● Develop academic language (oral and written)			x	x	x
● Incorporate note-taking skills			x	x	x
● Develop study and organization skills (ISN, binders, calendars)	x	x	x	x	x
● Teach and practice test-taking skills			x	x	x
● Demonstrate how to verify answers (oral and written)			x	x	x
● Expand figurative language (idioms)					x
● Adjust your formative assessment strategies	x	x	x		
● Use accommodations for work samples as appropriate	x	x			
● Gradually release responsibility – "I Do – We Do – You Do"	x	x	x	x	x

	● Chunk text with summarization				x	x	x	x	x

Instructional/Assessment Scaffolds *(Modifications /Accommodations) – planned for prior to instruction*	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	● Pair visual prompts with verbal presentations ● Cue students before asking a question during class discussions ● Use a word square (graphic organizer) to teach target academic vocabulary for the Health and Lifestyle unit. ● Frontload vocabulary ● Accept verbal responses in lieu of written work ● Provide sentence frames for written work ● Modify length of reading passages ● Native language supports: Bilingual dictionaries, peer translation, and google translate ● Model the key concepts and language functions -use realia, maps, photos, and manipulatives ● TPR (total physical response) ● Sentence strips to model complete sentence writing about the topic ● Word walls with pictures - can be personal notebook word reference guides	● Educational plan and/or 504 plan for instructional, assessment, and environmental supports. ● Allow for Student Choice: Students should be permitted to demonstrate an understanding of the fiction stories through drawings, oral response, etc. ● This unit's vocabulary and literary terms should be pre-taught before each fiction story. Multisensory methods will be utilized such as google images, gesturing, and meaningful movement. ● Differentiation through content, process, product, environment ● Text to speech/Oral reading ● Access to word/picture banks for reference in tasks that require reading texts or writing Provide students with flexible seating options while reading, depending on need	● Modify content to focus on key concepts & have students paraphrase key ideas ● Use individual word walls (in notebook) to note definition of challenging words ● Provide outlines of class notes - through google doc. ● When introducing the chapters pertaining to the Health & Lifestyle unit, use a Think-Pair-Write-Share (graphic organizer) to provide written and oral language processing time for the content learning. ● Pair visual prompts with verbal presentations ● Cue students before asking a	● Use comprehension strategies such as highlighting, sticky notes, summarizing, making connections, etc. ● Anticipation guide: before reading o determine what the student knows about the topic. ● Concept/Idea Map: teacher models note-taking ● Contextualize language: for the key vocabulary terms

	or preference.	question during class discussions ● Extended time for written work ● Modify length of reading passages ● Native language supports: Bilingual dictionaries, peer translation, and google translate	
Differentiated Instructional Methods: *(Multiple means for students to access content and multiple modes for student to express understanding)*	**Access** *(Resources and/or Process)* ● Fundations alphabet letters, posters, letter titles, sound cards display ● Promethean board for student & teacher discussions ● iPads (literacy apps) ● Using reading materials at varying readability levels ● Putting text materials on tape/CD ● Using spelling/vocab lists at readiness level of students ● Presenting ideas through auditory, visual, kinesthetic, & tactile means ● Using reading buddies Flex grouping ● Compacting ● Meeting with small groups to reteach idea/skill, or to extend the thinking/skill ● Multi-leveled questions ● Modeling		**Expression** *(Products and/or Performance)* ● Author's chair/peer sharing ● Tiered activities through which all learners work with the same information, understanding, & skills, but proceed with different levels of support, challenge, or complexity. ● Centers/Stations ● Developing personal agendas ● Manipulatives ● Varying the length of time a student may take to complete a task ● Learning logs or journals ● Note-taking organizers ● Graphic organizers ● Highlighted materials ● Jigsaw ● Think, Pair, Share ● Learning Menus ● Webquests ● Role Play / Simulations

Vocabulary *Highlight key vocabulary (both Tier II and Tier III words)*	● **Tier Two words** (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (misfortune, dignified, faltered, unabashedly). Tier Two words often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example. Because Tier Two words are found across many types of texts, they are highly generalizable. ● **Tier Three words** (what the Standards refer to as domain-specific words) are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and "hard" words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).
Integration of Technology SAMR	● Listening center. Students listen to a story, using active listening skills. ● Audio CDs ● Multimedia resources-(http://www.readworks.org, https://jr.brainpop.com/, https://newsela.com/, https://www.readinga-z.com/) ● Google:Docs, PowerPoint ● Mind mapping: MINDMUP
Interdisciplinary Connections NJ Student Learning Standards	**Social Studies** 6.1.P.A.1 - Demonstrate an understanding of rules by following most classroom Routines. 6.1.P.A.2 - Demonstrate responsibility by initiating simple classroom tasks and jobs 6.1.P.A.3 - Demonstrate appropriate behavior when collaborating with others. **Career Ready Practices** CRP2. Apply appropriate academic and technical skills. CRP4 Communicate clearly and effectively and with reason. CRP6 Demonstrate creativity and innovation **Technology** 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

21st Century Themes/Skills P21 Framework	Themes	Skills
	Global Awareness ● Learning from and working collaboratively with individuals representing diverse cultures, religions and	● Creativity and innovation ● Critical thinking and problem solving ● Communication and collaboration

	lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. ● Understanding other nations and cultures,including the use of non-English languages.	● Information literacy ● Flexibility and adaptability ● Initiative and self direction ● Productivity and accountability ● Leadership and responsibility
Resources/Materials	● Leveled Literacy Intervention (Particular texts and levels)-Word list books ● Fountas and Pinnell Benchmark Assessment ● Jennifer Serravallo Fiction/NonFiction Units of Study ● Heggarty for Phonics ● Sight word lists ● Interactive Notebook ● Raz- Kids ● Scholastic Magazine	