



ESL Curriculum

Grades 4-6

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Effective Date: September 1, 2020

Scope and Sequence

Month	Unit-Topic
September Trimester 1	Pre-Unit & Assessments
October-December Trimester 1-2	Unit 1 Informational Reading and Writing
January-February Trimester 2	Unit 2 Opinion Writing
February-April ACCESS 2.0 and other Standardized Testing	
March-June Trimester 2-3	Unit 3 Narrative Reading and Writing



Fig. 1.1

WIDA ELD Standards	Abbreviation	Standard
Standard 1	Social and Instructional Language	English language learners communicate for social and instructional purposes within the school setting.
Standard 2	Language of Language Arts	English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
Standard 3	Language of Mathematics	English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
Standard 4	Language of Science	English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
Standard 5	Language of Social Studies	English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

The Features of Academic Language in the WIDA Standards

The Features of Academic Language operate within sociocultural contexts for language use.

Fig. 1.2

Dimension	Performance Criteria Features	Features
Discourse	Linguistic Complexity (Quantity and variety of oral and written text)	<ul style="list-style-type: none"> • Amount of speech/written text • Structure of speech/written text • Density of speech/written text • Coherence and cohesion of ideas • Variety of sentence types to form organized text
Sentence	Language Forms and Conventions (Types, array, and use of language structures)	<ul style="list-style-type: none"> • Types and variety of grammatical constructions • Mechanics of sentence types • Fluency of expression • Match language forms to purposes/perspectives • Formulaic and idiomatic expressions
Word/Phrase	Vocabulary Usage (Specificity of word or phrase choice)	<ul style="list-style-type: none"> • General, specific, and technical language • Multiple meanings of words and phrases • Nuances and shades of meaning • Collocations and idioms

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

Fig. 1.3

English Language Proficiency Descriptors	
Level	Students at this level of proficiency can....
Beginning	<ul style="list-style-type: none"> ● Comprehend some key points of teacher explanations, if supported with visuals, gestures, and other scaffolds ● Use basic social language to participate in simple face-to-face conversations ● Read brief grade-level texts with simple sentences and familiar vocabulary, supported by graphics or pictures ● Write or use familiar vocabulary in everyday contexts
Developing	<ul style="list-style-type: none"> ● Comprehend most key points of teacher explanations with moderate support ● Express a variety of personal needs, ideas, and opinions in simple sentences ● Read and comprehend simple sentences independently and more complex text supported by graphics or pictures ● Write expanded sentences with learned vocabulary
Expanding/Bridging	<ul style="list-style-type: none"> ● Comprehend almost all key points of teacher explanations with minimal support ● Participate in academic conversations in expanded sentences with moderate support ● Read increasingly complex grade-level text while relying on prior knowledge and context to gain meaning ● Write to meet increasingly complex academic purposes with support
<p>*Guidelines for Language differentiation for the reading, listening/speaking, and writing as defined in TEAM, Teaching ELLs for Academic Language Mastery.</p>	

Fig. 1.4

Academic Language

Tier 1	Most common, basic words used in everyday language
Tier 2	High-frequency words and multiple-meaning words across the content areas. These words are often used more commonly in written texts than in common conversation
Tier 3	Low frequency words that are used in specific content areas or domains. These are technical words that are content/subject specific.

*Each unit/lesson includes academic vocabulary across all tiers that support academic language acquisition and its use through all four domains of language acquisition.

Pre-Unit	
Introductions and Assessments	
Summary and Rationale	
<p>In this unit, students will focus on survival English to ensure that they are able to communicate basic needs within the school and in the community. New students will be assessed for their eligibility to qualify for the ESL program. Eligible students will be placed and scheduled into the program based on grade and/or proficiency level. Pre-assessments will take place during this time.</p>	
Recommended Pacing	
3-4 weeks	
Standards	
<p><u>WIDA/ELD:</u> Standard 1: English language learners communicate for social and instructional purposes within the school setting. Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science. Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	
Instructional Focus	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Some language is social language (BICs) and other language is academic (CALPS) ● Every class has a routine and rules ● There is some language that will help me communicate better with my peers and teachers. 	<ul style="list-style-type: none"> ● What is the difference between academic and social language and how do we utilize each? ● What are the routines and rules for each class? ● How can I communicate effectively and clearly with my peers and teachers?
Language Differentiations	Suggested Academic Language
<p>Students may be in groups of varying proficiency levels. In these groups, teachers will provide activities that encourage students to participate in all domains of language acquisition at a level that is appropriate to them based on the ELP indicators in Fig. 1.3.</p>	<p>Academic language includes discipline-specific content vocabulary, grammar and punctuation, and language conventions specific to a content area. Each unit includes academic language by tiers (as seen in Fig. 1.4) depending on students' English language proficiency.</p>

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Objectives (SLO)

<p>Students will know:</p> <ul style="list-style-type: none"> ● That some language is used socially and other language is used academically. ● That each classroom has a routine and rules. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Differentiate between social and academic language and use each in the appropriate setting. ● Follow class routines and rules
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Evidence of Learning

Students will be assessed using multiple criteria across domains of language acquisition. Students will demonstrate learning throughout lessons and units of study varying by proficiency level and grade cluster using the following at the appropriate times.

Suggested Resources/Technology Tools/Virtual Learning

Suggested Resources - May include but are not limited to online websites/ESL apps, a variety of teacher-made materials, WIDA Model Screener, and possible alternate assessment materials.

Technology Tools may include:

- Raz-Plus
- OPD
- ESL Library
- Game-based websites
- ESL support websites
- Closed Captioning Features
- Google G-Suite Tech. Tools
- Flipgrid
- Edpuzzle
- Schoology
- Kami

Virtual Learning - May include but is not limited to online websites/ESL apps, a variety of teacher-made materials, WIDA Remote Model Screener, and possible alternate assessment materials. Virtual Learning approaches will include synchronous and asynchronous student and teacher collaboration. This will be done through immediate communication (live with the teacher) and communication over time (online pre-recorded lessons and activities) which includes, but is not limited to: live teacher and peer-to peer group discussions, closed captioning, lessons through google meets with chat features, conferences, student observations, active student participation with projects or tasks, game-based learning, and complimentary online support videos

and tools that focus on skills, standards, student levels, and abilities. The activities, approaches, and materials utilized will include each of the four domains: listening, speaking, reading, and writing.

Modifications/Virtual Learning Modifications

English Language Proficiency Level/504s/GT - All activities will be modified to students' proficiency levels based on the WIDA Model, Screener, and ACCESS as described in Fig. 1.3. Modifications for ELP levels include, but are not limited to using picture representations, gestures, front-loading vocabulary, teacher modeling and providing scaffolds such as sentence frames, graphic organizers, and word banks.

Special Education - Students' IEPs will be read and implemented by the teacher and modifications such as the following will be implemented throughout lessons:

Extended time, quiz or test correction, directions or text read aloud for students, activities broken down into segments, etc.

Modifications for Virtual Learning - Differentiation of instruction will be implemented to support all learners of various proficiency levels and abilities. Additional support will be available through live conferences, google meets with chat features, closed captioning feature, support videos, or re-teach and enrichment activities. Selected activities will provide students the option to submit their work and materials online, in written form via Schoology or Kami, through pre-recorded audio, video or verbal communication with their teacher.

Career Readiness, Life Literacies, and Key Skills NJSLs (June 2020)

Please select all standards that apply to this unit of study:

- ✓ Act as a responsible and contributing community member and employee.
- ✓ Attend to financial well-being
- ✓ Consider the environmental, social, and economic impacts and decisions
- ✓ Demonstrate creativity and innovation
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them
- ✓ Demonstrate creativity and innovation.
- ✓ Model integrity, ethical leadership and effective management
- ✓ Plan education and career paths aligned to personal goals
- ✓ Use technology to enhance productivity increase collaboration and communicate effectively
- ✓ Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

Unit 1

Informational Reading and Writing

Summary and Rationale

In this unit students will be introduced to a variety of informational reading selections. In addition, the vocabulary, reading strategies, and text features necessary for understanding, analyzing, and synthesizing reading passages. Furthermore, students will be provided with a variety of writing opportunities, such as, but not limited to, comparisons, news stories, biographies, how-to paragraphs, etc.

Language features will be reinforced throughout the year as students become more comfortable with the language.

Also appropriate in this unit, will be an introduction to the various holidays that take place throughout the unit (Oct.-Dec.). Occurring regularly throughout each of the units, phonics skills may be reinforced depending on abilities. Students will also utilize a variety of content area language skills. This may be done in tandem with the students' regular language arts class.

The quality and quantity of the writing will be directly tied to each student's level of English proficiency. Throughout this unit, students are encouraged to use their bilingual and/or monolingual dictionaries as a tool to build on their listening, speaking, reading, and writing in their second language.

Recommended Pacing

12 - 14 weeks

Standards

WIDA/ELD:

Standard 1: English language learners communicate for social and instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

ELA Connections to Standards

Reading Strategies

Identify main ideas and details that support main ideas

Understand features of different genres (poetry, personal narrative, informational, realistic fiction)

Determine meaning of words and phrases

Ask and answer questions to demonstrate understanding of a text

Describe the relationship between a series of events, using language related to time sequence and cause and effect

Use information gained from illustrations and words to demonstrate understanding of the text

Describe logical connections between particular sentences and paragraphs in a text

Know and apply grade-level phonics and word analysis skills in decoding words

Know and use various text features to find key information in a text

Read with accuracy and fluency to support comprehension

Describe the relationship between scientific ideas or concepts

Compare and contrast important points presented by a text

Describe characters and explain how their actions contribute to the sequence of events

Describe characters and how they respond to events in a story

Distinguish one's own point of view from that of a narrator or characters

Recognize how words and phrases give rhythm and meaning to stories and poems

Writing Focus

Describe sequence of events

Write a letter

Use descriptive language
Write about a topic and its characteristics
Write informative/explanatory texts to examine a topic and convey ideas and information clearly
Use temporal words and phrases to signal event order
Use personal, possessive, and indefinite pronouns
Write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
Strengthen writing by revising and editing
Write an informative text to examine a topic and convey ideas and information clearly
Use the language of comparison and contrast
Write a news story
Strengthen writing by revising and editing
Use language to signify sequence
Use words and phrases that signal temporal relationships
Write a journal entry
Use correct end punctuation when writing
Write narratives with appropriate details to describe an event, using sequence words
Speaking and Listening
Follow instructions
Sequence information
Ask and answer questions to demonstrate understanding of a text
Participate in conversations

Read prose orally with accuracy and fluency to support comprehension

Engage in collaborative discussions

Determine main ideas and supporting details of information presented in diverse media and formats

Use language to explain cause and effect

Use listening and speaking skills to compare and contrast

Read prose orally with accuracy and fluency to support understanding of a text

Describe the relationship between a series of events, using language related to time sequence and cause and effect

Grammar and English Conventions

Read sentences that use antonyms

Identify and understand verbs and adjectives by relating them to their opposites

Identify and use antonyms

Demonstrate an understanding of word relationships

Use knowledge of language and its conventions when writing

Use personal, possessive, and indefinite pronouns

Determine and clarify the meanings of words and phrases

Read sentences that use homophones

Identify and use homophones

Use end punctuation correctly

Use temporal words and phrases to signal event order

Interdisciplinary Connections

ELA

RL.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a.) Choose words and phrases to convey ideas precisely.
- b.) Choose punctuation for effect.
- c.) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

RL.5.2 Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.5 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

Integration of Technology

Identify the basic features of a digital device and explain its purpose.

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Instructional Focus

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Informational reading and writing can have many forms and is used to communicate information. 	<ul style="list-style-type: none"> ● What is the purpose of informational writing, what are some of the forms often utilized, and how is informational text different from other text? ● What words do we use to acquire information?

<ul style="list-style-type: none"> ● WH words are used to get information. ● My knowledge of language and its conventions will help me use the language. ● Different reading strategies will help me understand a text. ● Every culture has special days, holidays and traditions. ● The writing process can help me improve my writing skills. ● Knowledge of language and its conventions will help me use the language. ● Dictionaries, both monolingual and bilingual can help me better understand language. 	<ul style="list-style-type: none"> ● What language conventions will help me to be better understood and understand? ● What reading strategies will help me better understand a text? ● How are special days and holidays celebrated? ● How can the writing process help me to become a more fluent writer? ● How will the use of language and its convention help me attain fluency? ● How can dictionaries both monolingual and bilingual help me to understand language?
<p>Language Differentiations</p>	<p>Suggested Academic Language</p>
<p>Students may be in groups of varying proficiency levels. In these groups, teachers will provide activities that encourage students to participate in all domains of language acquisition at a level that is appropriate to them based on the ELP indicators in Fig. 1.3.</p>	<p>Academic language includes discipline-specific content vocabulary, grammar and punctuation, and language conventions specific to a content area. Each unit includes academic language by tiers (as seen in Fig. 1.4) depending on students’ English language proficiency.</p>
<p>Objectives (SLO)</p>	
<p>Students will know:</p> <ul style="list-style-type: none"> ● WH questions ● Verb tenses present, future, past, present continuous/progressive) ● Prepositions (expand) ● Subject-verb agreement (e.g. there is/are), ● Common and proper nouns ● Pronouns ● Punctuation and capitalization ● More complex sentence structures (i.e. compound sentence) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Formulate written and oral WH questions ● Utilize verb tenses in oral and written communication ● Demonstrate ability to use prepositions ● Show knowledge of subject-verb agreement ● Identify and use common and proper nouns ● Orally and in writing students will use pronouns ● Utilize rules of punctuation and capitalization ● Demonstrate ability to write more complex sentences. ● Demonstrate comprehension of word problems by providing correct responses both orally and in writing.

<ul style="list-style-type: none"> ● Words used to solve math problems ● Language of the content areas (such as: map skills and experiments) ● Reading strategies such as: cause and ● Different forms of writing (expanded (i.e. poetry) ● The different types of sentences ● The writing process ● How to use monolingual and bilingual dictionaries 	<ul style="list-style-type: none"> ● Write original word problems by following the model provided and gradually create problems without teacher guidance. ● Utilize reading and writing strategies. ● Show understanding of the four kinds of sentence ● Engage in reading comprehension ● Build vocabulary ● Engage the process of brainstorming. ● Write a paragraph ● Use both monolingual and bilingual dictionaries
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Evidence of Learning

Students will be assessed using multiple criteria across domains of language acquisition. Students will demonstrate learning throughout lessons and units of study varying by proficiency level and grade cluster using the following at the appropriate times:

- Reading, writing, speaking, and listening tasks
- Turn and talks
- Checks for understanding (visual/gestures)
- Oral discussions with sentence frames
- Cloze exercises
- Written and oral exit tickets
- Summative unit assessments
- Quizzes to evidence comprehension

Suggested Resources/Technology Tools/Virtual Learning

Suggested Resources - May include but are not limited to online websites/ESL apps, a variety of teacher-made materials, WIDA Model Screener, and possible alternate assessment materials.

Technology Tools may include:

- Raz-Plus
- OPD
- ESL Library
- Game-based websites
- ESL support websites
- Closed Captioning Features
- Google G-Suite Tech. Tools
- Flipgrid
- Edpuzzle
- Schoology

- Kami
- Additional materials may include but are not limited to:
- Teacher- generated PowerPoint/Google slides presentations for classroom display
- Various teacher -created practice pages
- Flashcards/picture prompts to elicit vocabulary and sentences in both written and spoken form
- Authentic readings, age-/level -appropriate from online resources
- Schoology, Google Drive and Chromebooks or iPads for newcomers
- Google applications to create graphs, documents, slides, etc.
- Brain Pop; Quizlet; wordreference.com; RAZ kids ELL; OPD, ESL Library, Imagine Learning, etc.
- Scholastic Library Books and Scholastic Action materials for authentic readings
- Materials for demonstrations, i.e. manipulatives, games, realia, etc. related to thematic units to convey meaning
- Story books and Storyboards
- Graphic organizers, Venn diagrams, etc. sentence frames, word banks, vocabulary notebooks, journals
- Online websites for research based on proficiency level
- YouTube for videos
- Specific texts and practice pages further detailed in Unit Plans for each curriculum cluster supported by TEAM - Teaching ELLs for Academic Language Mastery by Continental Press
- Word- to -Word Dictionaries Thematic presentation of vocabulary and academic language
- Varied activities to maintain student focus
- TPR / TPRS; Storytelling
- Role-Play and Cooperative Practice, partner activities and dialogues
- Use of CDs, videos, and audio files to aid in comprehension
- Interpersonal communication, rehearsed dialogues, projects, and songs

Virtual Learning - May include but is not limited to online websites/ESL apps, a variety of teacher-made materials, WIDA Remote Model Screener, and possible alternate assessment materials. Virtual Learning approaches will include synchronous and asynchronous student and teacher collaboration. This will be done through immediate communication (live with the teacher) and communication over time (online pre-recorded lessons and activities) which includes, but is not limited to: live teacher and peer-to peer group discussions, closed captioning, lessons through google meets with chat features, conferences, student observations, active student participation with projects or tasks, game-based learning, and complimentary online support videos and tools that focus on skills, standards, student levels, and abilities. The activities, approaches, and materials utilized will include each of the four domains: listening, speaking, reading, and writing.

Modifications/Virtual Learning Modifications

English Language Proficiency Level/504s/GT - All activities will be modified to students' proficiency levels based on the WIDA Model, Screener, and ACCESS as described in Fig. 1.3. Modifications for ELP levels include, but are not limited to using picture representations, gestures, front-loading vocabulary, teacher modeling and providing scaffolds such as sentence frames, graphic organizers, and word banks.

Special Education - Students' IEPs will be read and implemented by the teacher and modifications such as the following will be implemented throughout lessons:

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Career Readiness, Life Literacies, and Key Skills NJSLs (June 2020)

Please select all standards that apply to this unit of study:

- ✓ Act as a responsible and contributing community member and employee.
- ✓ Attend to financial well-being
- ✓ Consider the environmental, social, and economic impacts and decisions
- ✓ Demonstrate creativity and innovation
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them
- ✓ Demonstrate creativity and innovation.
- ✓ Model integrity, ethical leadership and effective management
- ✓ Plan education and career paths aligned to personal goals
- ✓ Use technology to enhance productivity increase collaboration and communicate effectively
- ✓ Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

Unit 2

Opinion Writing

Summary and Rationale

In this unit students will be introduced to a variety of persuasive reading selections. In addition, the vocabulary, reading strategies, and text features necessary for understanding, analyzing, and synthesizing reading passages will be reinforced.

Furthermore, students will be provided with a variety of writing opportunities, such as, but not limited to, comparisons, giving and supporting opinions, and knowing how to distinguish facts from opinions.

Language features will be reinforced throughout the year as students become more comfortable with the language.

Also appropriate in this unit, will be an introduction to the various holidays that take place throughout the unit (Jan-Feb.). Occurring regularly throughout each of the units, phonics skills may be reinforced depending on abilities. Students will also utilize a variety of content area language skills. This may be done in tandem with the students' regular language arts class.

The quality and quantity of the writing will be directly tied to each student's level of English proficiency. Throughout this unit, students are encouraged to use their bilingual and/or monolingual dictionaries as a tool to build on their listening, speaking, reading, and writing in their second language.

Recommended Pacing

4-6weeks

Standards

WIDA/ELD:

Standard 1: English language learners communicate for social and instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

ELA Connections to Standards

Reading Strategies

Ask and answer questions to demonstrate understanding of a text

Describe the relationship between a series of events, using language related to time sequence and cause and effect

Describe logical connections between particular sentences and paragraphs in a text.

Use information gained from illustrations and words to demonstrate understanding of the text.

Know and apply grade-level phonics and word analysis skills in decoding words.

Know and use various text features to find key information in a text.

Compare and Contrast important points or different texts.

Read with accuracy and fluency to support comprehension.

Understand features of different genres.

Writing Focus

Use language to tell who, what, when, where why, and how?

Write an opinion and support a point of view with reasons and facts.

Write a descriptive paragraph.

Use descriptive language.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Strengthen writing by revising and editing.

Describe sequence of events.

Speaking and Listening

Follow instructions
Compare and contrast information
Ask and answer questions to demonstrate understanding of a text
Participate in conversations
Engage in collaborative discussions
Determine main ideas and supporting details of information presented in diverse media and formats
Describe the relationship between a series of events, using language related to time sequence and cause and effect
Read prose orally with accuracy and fluency to support comprehension
Sequence information
Discuss causes and effects
Determine main ideas and supporting details of information read aloud or presented in diverse media and formats
Tell about a character or story using descriptive details
Grammar and English Conventions
Recognize subject and verb agreement
Use <i>is</i> with a singular subject and <i>are</i> with a plural subject
Demonstrate an understanding of word relationships
Use knowledge of language and its conventions when writing
Determine and clarify the meanings of words and phrases
Demonstrate an understanding of verbs and their tenses
Form the past tense by adding -ed

Correctly write and use contractions	
Understand how to use an apostrophe	
Use temporal words and phrases to signal event order	
Demonstrate an understanding of root words	
Identify and understand present and past tense	
Form and use irregular verbs	
Identify and write compound words	
Interdisciplinary Connections	
See WIDA/ELD Standards	
Integration of Technology	
See Suggested Resources/Technology Tools	
Instructional Focus	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Opinion reading and writing can have many forms and is used to communicate information. ● WH words are used to get information. ● My knowledge of language and its conventions will help me use the language. ● Different reading strategies will help me understand a text. ● Every culture has special days, holidays and traditions. ● The writing process can help me improve my writing skills 	<ul style="list-style-type: none"> ● What is the purpose of persuasive writing, what are some of the forms often utilized, and how is informational text different from other text? ● What words do we use to acquire information? ● What language conventions will help me to be better understood and understand? ● What reading strategies will help me better understand a text? ● How are special days and holidays celebrated? ● How can the writing process help me to become a more fluent writer? ● How do facts differ from opinions? ● How can we identify and use main ideas and facts from opinions? ● How will the use of language and its convention help me attain fluency?

<ul style="list-style-type: none"> ● Facts and opinions give different forms of information. ● Main idea is the most important idea and details support the main idea. ● Knowledge of language and its conventions will help me use the language. ● Dictionaries, both monolingual and bilingual can help me better understand language. 	<ul style="list-style-type: none"> ● How can dictionaries both monolingual and bilingual help me to understand language?
Language Differentiations	Suggested Academic Language
<p>Students may be in groups of varying proficiency levels. In these groups, teachers will provide activities that encourage students to participate in all domains of language acquisition at a level that is appropriate to them based on the ELP indicators in Fig. 1.3.</p>	<p>Academic language includes discipline-specific content vocabulary, grammar and punctuation, and language conventions specific to a content area. Each unit includes academic language by tiers (as seen in Fig. 1.4) depending on students' English language proficiency.</p>
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> ● WH questions ● Verb tenses present, future, past, present continuous/progressive) ● Prepositions (expand) ● Subject-verb agreement (e.g. there is/are), ● Common and proper nouns ● Pronouns ● Punctuation and capitalization ● Language of the content areas (expanded) ● Reading strategies such as: cause and effect ● Different forms of writing ● The different types of sentences ● The writing process ● Adjectives ● Compound words 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Utilize WH questions ● Use a variety of verb tenses ● Formulate written and oral WH questions ● Utilize verb tenses in oral and written communication ● Demonstrate ability to use prepositions ● Show knowledge of subject-verb agreement ● Identify and use common and proper nouns ● Orally and in writing students will use pronouns ● Utilize rules of punctuation and capitalization ● Demonstrate comprehension of content area language ● Utilize reading and writing strategies ● Identify and create different forms of writing ● Show understanding of the four kinds of sentences ● Engage in the process of brainstorming and the writing process ● Build vocabulary ● Use adjectives to give an opinion and describe nouns ● Identify and use compound words ● Demonstrate ability to write more complex sentences.

- More complex sentence structures (i.e. compound sentence).
- How to use monolingual and bilingual dictionaries

- Use both monolingual and bilingual dictionaries

Evidence of Learning

Students will be assessed using multiple criteria across domains of language acquisition. Students will demonstrate learning throughout lessons its of study varying by proficiency level and grade cluster using the following at the appropriate times:

- Reading, writing, speaking, and listening tasks
- Turn and talks
- Checks for understanding (visual/gestures)
- Oral discussions with sentence frames
- Cloze exercises
- Written and oral exit tickets
- Summative unit assessments
- Quizzes to evidence comprehension

Suggested Resources/Technology Tools/Virtual Learning

Suggested Resources - May include but are not limited to online websites/ESL apps, a variety of teacher-made materials, WIDA Model Screener, and possible alternate assessment materials.

Technology Tools may include:

- Raz-Plus
- OPD
- ESL Library
- Game-based websites
- ESL support websites
- Closed Captioning Features
- Google G-Suite Tech. Tools
- Flipgrid
- Edpuzzle
- Schoology
- Kami
- Additional materials may include but are not limited to:
- Teacher- generated PowerPoint/Google slides presentations for classroom display
- Various teacher -created practice pages
- Flashcards/picture prompts to elicit vocabulary and sentences in both written and spoken form

- Authentic readings, age-/level -appropriate from online resources
- Schoology, Google Drive and Chromebooks or iPads for newcomers
- Google applications to create graphs, documents, slides, etc.
- Brain Pop; Quizlet; wordreference.com; RAZ kids ELL; OPD, ESL Library, Imagine Learning, etc.
- Scholastic Library Books and Scholastic Action materials for authentic readings
- Materials for demonstrations, i.e. manipulatives, games, realia, etc. related to thematic units to convey meaning
- Story books and Storyboards
- Graphic organizers, Venn diagrams, etc. sentence frames, word banks, vocabulary notebooks, journals
- Online websites for research based on proficiency level
- YouTube for videos
- Specific texts and practice pages further detailed in Unit Plans for each curriculum cluster supported by TEAM - Teaching ELLs for Academic Language Mastery by Continental Press
- Word- to -Word Dictionaries Thematic presentation of vocabulary and academic language
- Varied activities to maintain student focus
- TPR / TPRS; Storytelling
- Role-Play and Cooperative Practice, partner activities and dialogues
- Use of CDs, videos, and audio files to aid in comprehension
- Interpersonal communication, rehearsed dialogues, projects, and songs

Virtual Learning - May include but is not limited to online websites/ESL apps, a variety of teacher-made materials, WIDA Remote Model Screener, and possible alternate assessment materials. Virtual Learning approaches will include synchronous and asynchronous student and teacher collaboration. This will be done through immediate communication (live with the teacher) and communication over time (online pre-recorded lessons and activities) which includes, but is not limited to: live teacher and peer-to peer group discussions, closed captioning, lessons through google meets with chat features, conferences, student observations, active student participation with projects or tasks, game-based learning, and complimentary online support videos and tools that focus on skills, standards, student levels, and abilities. The activities, approaches, and materials utilized will include each of the four domains: listening, speaking, reading, and writing.

Modifications/Virtual Learning Modifications

English Language Proficiency Level/504s/GT - All activities will be modified to students' proficiency levels based on the WIDA Model, Screener, and ACCESS as described in Fig. 1.3. Modifications for ELP levels include, but are not limited to using picture representations, gestures, front-loading vocabulary, teacher modeling and providing scaffolds such as sentence frames, graphic organizers, and word banks.

Special Education - Students' IEPs will be read and implemented by the teacher and modifications such as the following will be implemented throughout lessons: Extended time, quiz or test correction, directions or text read aloud for students, activities broken down into segments, etc.

Modifications for Virtual Learning - Differentiation of instruction will be implemented to support all learners of various proficiency levels and abilities. Additional support will be available through live conferences, google meets with chat features, closed captioning feature, support videos, or re-teach and enrichment activities. Selected activities will provide students the option to submit their work and materials online, in written form via Schoology or Kami, through pre-recorded audio, video or verbal communication with their teacher.

Career Readiness, Life Literacies, and Key Skills NJSLs (June 2020)

Please select all standards that apply to this unit of study:

- ✓ Act as a responsible and contributing community member and employee.
- ✓ Attend to financial well-being
- ✓ Consider the environmental, social, and economic impacts and decisions
- ✓ Demonstrate creativity and innovation
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them
- ✓ Demonstrate creativity and innovation.
- ✓ Model integrity, ethical leadership and effective management
- ✓ Plan education and career paths aligned to personal goals
- ✓ Use technology to enhance productivity increase collaboration and communicate effectively
- ✓ Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at:
<https://www.nj.gov/education/standards/clicks/>

Unit 3

Narrative Reading and Writing

Summary and Rationale

In this unit students will be introduced to a variety of narrative texts and writing. Students will begin this unit by examining the structure of a narrative text using literature. This includes setting, characters/character traits, plot, conflict (problem), and solution, and moral of the story (if any). Students will become familiar with the writing process and use graphic organizers to map out their narratives. Students, when appropriate, will be exposed to narrative theater.

Language features will be reinforced throughout the year as students become more comfortable with the language.

Also appropriate in this unit, will be an introduction to the various holidays that take place throughout the unit (March - June) Occurring regularly throughout each of the units, phonics skills may be reinforced depending on abilities. Students will also utilize a variety of content area language skills. This may be done in tandem with the students' regular language arts class.

The quality and quantity of the writing will be directly tied to each student's level of English proficiency. Throughout this unit, students are encouraged to use their bilingual and/or monolingual dictionaries as a tool to build on their listening, speaking, reading, and writing in their second language.

Recommended Pacing

14-16 weeks

Standards

WIDA/ELD:

Standard 1: English language learners communicate for social and instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

ELA Connections to Standards

Reading Strategies

Identify main idea and details that support main ideas

Determine meaning of word and phrases
Ask and answer questions to demonstrate understanding of a text.
Describe the relationship between a series of events, using language related to cause and effect
Use information gained from illustrations and words to demonstrate understanding of the text.
Describe logical connections between particular sentences and paragraphs in a text.
Know and apply grade-level phonics and word analysis skills in decoding words.
Know and use various text features to find key information in a text.
Read with accuracy and fluency to support comprehension.
Recognize and use sequence words.
Make predictions about a story.
Use information gained from illustrations and words to demonstrate understanding of the text.
Compare and contrast important points presented in a text.
Writing Focus
Use language to signify sequence
Write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
Use possessive pronouns correctly in a sentence
Use words and phrases that describe
Describe sequence of events
Write how-to paragraph
Write informative/explanatory texts to examine a topic and convey ideas and information clearly
Strengthen writing by revising and editing

Use language to state an opinion and support a point of view with details
Use descriptive language
Use the language of comparison and contrast
Use knowledge of language and its conventions
Distinguish one's own point of view from others
Write a paragraph stating and defending an opinion
Use adjectives to add details to sentences
Write opinion pieces with a clearly stated opinion and reasons that support the opinion
Write an informative text to examine a topic and convey ideas and information clearly
Write a personal narrative
Write narratives with appropriate details to describe an event, using sequence words
Speaking and Listening
Follow instructions
Ask and answer questions to demonstrate understanding of a text
Explain one's own ideas
Engage in collaborative discussions
Sequence information
Participate in conversations
Determine main ideas and supporting details of information presented in diverse media and formats
Determine main ideas and supporting details of information read aloud or presented in diverse media and formats
Read prose orally with accuracy and fluency to support comprehension

Use listening and speaking skills to compare and contrast
Use language to compare and contrast
Discuss problem and solution in a story
Tell about a character and story using descriptive details
Grammar and English Conventions
Demonstrate an understanding of word relationships
Understand and correctly use an apostrophe
Use possessive nouns
Use knowledge of language and its conventions when writing
Determine and clarify the meanings of words and phrases
Use temporal words and phrases to signal event order
Identify and understand helping verbs and main verbs
Identify and understand subject and verb agreement
Use <i>is</i> and <i>are</i> correctly in sentences
Identify and understand possessive pronouns
Recognize how to change verbs to past tense by adding <i>-ed</i> and <i>-d</i>
Interdisciplinary Connections
See WIDA/ELD Standards
Integration of Technology
See Suggested Resources/Technology Tools

Instructional Focus	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● A narrative is a story (fiction or nonfiction). ● Narrative reading and writing are aimed at entertaining the readers. ● Narrative reading and writing can have many forms ● Transitional words different depending on the purpose of writing. ● Character and setting are important to reading and writing. ● There are four elements in a story. ● My knowledge of language and its conventions will help me use the language. ● Different reading strategies will help me understand a text. ● Every culture has special days, holidays and traditions. ● The writing process can help me improve my writing skills. ● Knowledge of language and its conventions will help me use the language. ● Dictionaries, both monolingual and bilingual can help me better understand language. 	<ul style="list-style-type: none"> ● Can narrative writing be both fiction and nonfiction? What are some of the forms and features of narrative writing? ● What is the purpose of narrative writing? ● What words do we use to sequence when writing a narrative? ● What are the appropriate transitions words used in writing a narrative? ● How are character and setting important when reading or writing a narrative? ● What are the four elements in a story? ● What language conventions will help me to be better understood and understand? ● What reading strategies will help me better understand a text? ● How are special days and holidays celebrated? ● How can the writing process help me to become a more fluent writer? ● How will the use of language and its convention help me attain fluency? ● How can dictionaries both monolingual and bilingual help me to understand language?
Language Differentiations	Suggested Academic Language

<p>Students may be in groups of varying proficiency levels. In these groups, teachers will provide activities that encourage students to participate in all domains of language acquisition at a level that is appropriate to them based on the ELP indicators in Fig. 1.3.</p>	<p>Academic language includes discipline-specific content vocabulary, grammar and punctuation, and language conventions specific to a content area. Each unit includes academic language by tiers (as seen in Fig. 1.4) depending on students' English language proficiency.</p>
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Objectives (SLO)

<p>Students will know:</p> <ul style="list-style-type: none"> ● The definition of a narrative text ● The purpose of a narrative text ● The purpose of narrative writing ● The elements of a narrative ● Regular and irregular verbs ● Verb tenses (present, future, past, present continuous/progressive) ● Action Verbs ● Adjectives ● Adverbs ● Prepositions (expand) ● WH questions ● Subject-verb agreement (e.g. there is/are) ● Common and proper nouns ● Pronouns ● Punctuation and capitalization ● Transitional words and phrases ● Content area language ● Main idea ● Supporting details ● Sequence ● Use of graphic organizers ● How to summarize ● Paragraph form ● More complex sentence structures (i.e. compound sentence). ● How to use monolingual and bilingual dictionaries 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify a narrative text ● Understand the purpose of a narrative text ● Understand the purpose of narrative writing ● Understand elements of a narrative ● Apply Unit 3 language conventions ● Identify main idea in text ● Identify supporting details in text ● Utilize graphic organizers ● Use transitional words and phrases ● Sequence events/steps ● Write a short summary including the main points ● Vary sentences by using declarative, interrogative, exclamatory, and imperative language ● Demonstrate ability to write more complex sentences. ● Use both monolingual and bilingual dictionaries
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