Grade 3 ESL Course Overview

Content Area: **World Language**
Course(s): **ESL-3**
Time Period: **Full Year Course**
Length: **180 Days**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

World Languages/ESL

ESL Grade 3

Course Number: 4226

BOARD OF EDUCATION

Todd Simmens, President

Vicki Becker, Vice President

Susanna Chiu

Robert Cancro

Liwu Hong

Laurie Lachs

Barbara Reiss

Chad Seyler

Meredith Shaw

Course Adoption: 04/21/1986

Course Overview

This course is designed for Third Grade students who score below the cut-off point on the WIDA Screener or ACCESS 2.0. Its purpose is to develop oral language proficiency in English, reading and writing readiness skills. Students receive 5 class periods of instruction per week. Listening, speaking, reading and writing readiness skills are developed in thematic units that integrate multicultural literature and content area concepts while addressing the WIDA Standards and NJSLS.   The course objectives are to develop communicative language competence, emergent literacy and multicultural awareness. The course accommodates children with a range of language and literacy skills.

In addition to the thematic units contained in the grade level curriculum, where appropriate, teachers will integrate vocabulary and concepts from the mainstream classroom where English Language Learners require additional support. The curriculum will be delivered at a developmentally appropriate level. During the school year, students enter the classroom with various levels of English proficiency. Curriculum will be delivered to meet the needs of individual learners. The course also reinforces and contributes to the development of other standards in the areas of Career Readiness, Life Literacies, and Key Skills, Computer Science and Design Thinking, Visual and Performing Arts, Language Arts Literacy, and Social Studies.

Modifications

Special education students

- Additional time
- Modified assignments
- Tutoring assistance and note takers in class
- Individualized learning pace

English language learners

- Use of home language on assessment instructions
- Use of relevant vocabulary and/or pictures
- Facilitate the use of student's target language through the use of language translator between teachers and students
- Heavy reliance on visual clues and body language

Students at risk of school failure

- Verbal encouragements
- Reducing the number of questions in a task
- Allow students to use alternative ways of completing a task (orally, visually)
- Pairing with a gifted or talented student
- Reduce stress factor with one-on-one meetings and making accommodations according to individual needs

Gifted and talented students

- Differentiated instruction
- Higher level contest
- Pair with native speakers

Students with 504 plans

- Personalized modifications
- Follow 504 plan guidelines
- Breaks between tasks
- Have contingency plans
- Use de-escalating strategies
- Chart progress and maintain data

Materials and Resources

ESL: *Treasure Chest*, Dr. Diane August, et al, MacMillan/McGraw Hill, copyright 2011; *On Our Way to English, Grade 3*, Rigby

Reading: *Units of Study in Teaching Reading Grades 3-5*, Lucy Calkins and Kathleen Tolan

Math: *Everyday Math Grade 3*, McGraw-Hill Education

   - Teacher's Resource Package, Classroom resources and online resources accompanying text (connectED.mcgaw-hill.com).

Science: Delta FOSS Magnetism & Electricity, 2nd Edition, 2005

     Delta FOSS Strutures of Life, 2nd Edition, 2005

     Delta FOSS Soils, Rocks and Landforms, Next Generation, 2016

Social Studies: *Our Communities*, *Grade 3*, McGraw-Hill

The Oxford Picture Dictionary For Kids, Joan Ross Keyes, OxfordUniversity Press

Content Specific Standards

WIDA STANDARDS:

1. **Social and Instructional Language**
2. **The Language of Language Arts**
3. **The Language of Mathematics**
4. **The Language of Science**
5. **The Language of Social Studies**

Interdisciplinary Standards

Social Studies

6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).

6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions

6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles

2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

2-PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.

2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.

2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Operations and Algebraic Thinking   **3.OA**

A. Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5

groups of 7 objects each. *For example, describe and/or represent a context in which a total number of objects can be expressed as 5 × 7.*

2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe and/or represent a context in which a*

number of shares or a number of groups can

be expressed as 56 ÷ 8.

3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1

4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true*

in each of the equations 8 × ? = 48, 5 = □ ÷ 3, 6 × 6 = ?.

B. Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide.2 *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5*

+ 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)

6. Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*

C. Multiply and divide within 100.

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Number and Operations—Fractions5   **3.NF**

A. Develop understanding of fractions as numbers.

1. Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into

b equal parts; understand a fraction *a*/*b* as the quantity formed by *a* parts of size 1/*b*.

2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.

a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.

b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent, e.g., by using a visual fraction model.

c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.*

d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

Computer Science and Design Thinking

[Computer Science and Design Thinking](#)

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.NI.4: Explain why access to devices need to be secured

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

Pacing Guide

ESL teachers will work with content area teachers to identify when to front-load academic vocabulary for these units so that ELLs can be more successful in these classes.

Social Studies:

- Early Communities
- Government
- Community and Geography
- Life in Our Community

- Geography

Science

- Structures of Life
- Rocks, Soil and Landforms
- Magnetism and Electricity

Math

- Operations
- Multiplication Strategies
- Fractions
- Multiplication and Division

ILA

- Non-Fiction Readings
- Mystery Readings

Formative and Summative Assessment

FORMATIVE ASSESSMENTS

Marzano Scale
Thumbs Up, Thumbs Down
Mini whiteboards
Google Voice Calls
Ticket out the Door/Exit Tickets
Digital Exit Checks (Poll Everywhere, Socrative, Google Forms)
Four Corners
Sequence Cards
Window Panes
Planned speaking assessments
Postcard
List Three Things
Venn Diagram
Hand In, Pass Out
Write It Down
Think Pair Share
Think Write Pair Share
Doodle It
Two Roses and a Thorn

Twitter Voting
Backchannel/Todaysmeet
Digital Cork Board: Padlet
Jigsaw Groups
Answer the Essential Question (Verbally or Written)
Make Predictions
Self-Assessment
Inside-Outside Circle
One Sentence Summary
Sentence Frames
Talk a Mile a Minute
Tic-Tac-Toe/Think-Tac-Toe
3-2-1: 3 things you found out, 2 interesting things, 1 question you still have
Numbered Heads Together
Gallery Walk
Just Like Me (Stand up if you….)
Stand up, Hand up, Pair up

SUMMATIVE ASSESSMENT

ACCESS 2.0

BENCHMARK ASSESSMENTS

Pre and Post speaking and writing assessments. WIDA rubrics are used to assess student language proficiency.

ALTERNATIVE ASSESSMENTS

Multiple choice questions

True/False questions during Interpretive tasks instead of exact fact recall

Recorded Presentational tasks that can be done from home/after school then viewed at a later date

Grading Procedures and Evaluation

In terms of proficiency level:

1 = Entering

2 = Emerging

3 = Developing

4 = Expanding

5 = Bridging

Students receive progress reports in English and native language four times a year.

Progress Report Grades are based on thematic unit assessments, teacher observation, and portfolio assessments.

COURSE EVALUATION Course achievement will be evaluated annually. In this course the goal is that each student advance one proficiency level overall on the ACCESS 2.0. The department will analyze the achievement of students on ACCESS 2.0 to determine if modifications in the curriculum and instructional methods are needed.

Other Information

SCED

51992 English Proficiency Development
English Proficiency Development courses are designed to assist students in acquiring the skills necessary to pass proficiency examinations.

CONTENT FOCUS AREA AND COURSE NAME

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
4226	013,019,022,025	ESL	3		200	R	10/03/1996

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards	NJ Student Learning Standards		NJ Student Learning Standards	
Career Readiness, Life Literacies and Key Skills	SMathematics		S Computer Science and Design Thinking	S
Comprehensive Health and Physical Education	Science		S Visual and Performing Arts	S