ESL (GRADE 3)
Curriculum Guide

_____

LINDEN PUBLIC SCHOOLS
LINDEN, NEW JERSEY

DENISE CLEARY
ACTING SUPERINTENDENT

Kevin LaMastra
SUPERVISOR OF BILINGUAL, ESL & WORLD LANGUAGES

The Linden Board of Education adopted the Curriculum Guide on:

August 25, 2022	**Education - Item #10**
Date	**Agenda Item**

Rationale
Be it resolved, that all curricula within the following content areas be readopted for use in the Linden Public Schools for the 2022-2023 school year. All curricula are aligned to the New Jersey Student Learning Standards.

Public Notice of Non-Discrimination

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer
Kevin Thurston – (908) 486-5432 ext. 8307; kthurston@lindenps.org

504 Officer & District Anti-Bullying Coordinator
Annabell Louis – (908) 486-2800 ext. 8025; alouis@lindenps.org

Title IX Coordinator
Steven Viana – (908) 486-7085; sviana@lindenps.org

Director of Special Education
Marie Stefanick – (908) 587-3285; mstefanick@lindenps.org

ACKNOWLEDGEMENT

The Linden Public School District acknowledges with appreciation the efforts of the persons who contributed to the preparation of this guide:

Instructors

Linden Public Schools Vision

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

Linden Public Schools Mission

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

LINDEN PUBLIC SCHOOLS

Bilingual/ESL K-12

Mission Statement

The mission of the Linden Public Schools Bilingual/ESL Program is to provide our English Language Learners (ELLs) with standards based educational experiences that are student centered, culturally and linguistically sustaining, and responsive to their needs. We seek to provide world class language instruction that will help our English Language Learners (ELLs) to attain high levels of proficiency, resulting in their abilities to find success in both social and academic contexts. Linking English language instruction to content area studies, English Language Learners will empower themselves through critical thought, reflection, and action to become active participants in their school and local community.

Students will meet rigorous standards that will prepare them for success in content area studies, preparing them for college, the workplace and beyond. The program also honors linguistic pluralism, whereby the first languages and cultures of ELL's are highly valued, and acknowledged as an essential foundation supporting the development of literacy and academic skills across the content areas. Above all, the Linden Public Schools will strive to help each student develop a sense of dignity, self-worth, responsibility, respect for others, and the skills to make a significant contribution to our diverse society.

In addition, the department seeks to fulfill its mission through dedication to continuous improvement and professional development that promotes effective, research based second language methodologies.

PROGRAM GOALS

The goals of the **Bilingual Education** program are to ensure that English language learners are provided with content area support in the native language and in English which will allow them to develop academic skills while acquiring English language skills. The aim of the program is to prepare the students to communicate in social settings, to achieve success in academic settings, and to meet graduation requirements.

The Bilingual Education program builds upon the cultural background of the students in the program while also introducing the students to the culture of the United States. Developmental ESL instruction is an integral part of the Bilingual Education program. The Bilingual Education curriculum develops communicative competence in listening comprehension, speaking, reading, and writing in the English language

The goal of the **ESL program** is to provide a daily developmental second language program where English is acquired through comprehensible immersion in context of content area studies. Its aim is to facilitate acquisition of English so that ELLs students will meet NJ Learning

Standards, the objectives of the standard English instruction program as well as the WIDA standards.

ESL is designed to enable ELLs to access mainstream curriculum and to achieve their personal best in the school setting as well as becoming responsible citizens in local, national, and worldwide community. Learners can best meet these goals through a standards-based curriculum which integrates a Cognitive Academic Language Learning Approach (CALLA) and Sheltered Instruction Observation Protocol (SIOP) approach. Furthermore, learning strategies infused into this program enable students to become lifelong learners. Language learning through meaningful context in an academic setting improves the education and language acquisition of the ELL.

The World-Class Instruction Design and Assessment (WIDA) ESL Standards for Pre-K12 Students and the state and district standards provide the academic framework for instruction. Learners receive direct instruction using realia, vocabulary, concrete based materials, background instruction, graphic organizers, practice, and other appropriate strategies. The ESL course is flexible based on the needs of the learners in the program.

Biliteracy and Guiding Principles of Language Development
Our guiding principles of Language Development reflect our commitment to build upon the home language and cultural knowledge that students bring to our schools and emphasize the importance of language in learning.

1.   Multilingual learners' languages and cultures are valuable resources to be leveraged for schooling and classroom life; leveraging these assets and challenging biases help develop multilingual learners' independence and encourage their agency in learning.
2.   Multilingual learners' development of multiple languages enhances their knowledge and cultural bases, their intellectual capacities, and their flexibility in language use.
3.   Multilingual learners' language development and learning occur over time through meaningful engagement in activities that are valued in their homes, schools, and communities.
4.   Multilingual learners' language, social-emotional, and cognitive development are inter-related processes that contribute to their success in school and beyond.
5.   Multilingual learners use and develop language when opportunities for learning take into account their individual experiences, characteristics, abilities, and levels of language proficiency.
6.   Multilingual learners use and develop language through activities which intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication.
7.   Multilingual learners use and develop language to interpret and access information, ideas, and concepts from a variety of sources, including real-life objects, models, representations, and multimodal texts.
8.   Multilingual learners draw on their metacognitive, metalinguistic, and metacultural awareness to develop effectiveness in language use.
9.   Multilingual learners use their full linguistic repertoire, including translanguaging practices, to enrich their language development and learning.

10.   Multilingual learners use and develop language to interpret and present different perspectives, build awareness of relationships, and affirm their identities.

Foundational Concepts

The Linden Public Schools ESL Curriculum has been designed for congruency with the four "Big Idea" outlined in the WIDA Standards. Like the "Can Do" philosophy, they support the design of standards based educational experiences that are student centered, culturally and linguistically sustaining, and responsive to multi-lingual learners' strengths and needs.

EQUITY of Opportunity and Access	**INTERGRATION** Of Content and Language
Collaboration Among Stakeholders	**Functional Approach** To language development

EQUITY OF OPPORTUNITY AND ACCESS
Multilingual learners come from a wide range of cultural, linguistic, educational, and socioeconomic backgrounds and have many physical, social, emotional, experiential, and/or cognitive differences. All bring assets, potential, and resources to schools that educators must leverage to increase equity in standards-based systems. Increasing avenues of access, agency, and equity for all multilingual learners—including newcomers, students with interrupted formal schooling (SIFE), long-term English learners (L-TELs), students with disabilities, and gifted and talented English learners—requires educators to be knowledgeable, skillful, imaginative, and compassionate.

The Linden Public Schools ESL curriculum seeks to guide educators to:

•   Set high expectations for all students
•   Provide access for multilingual learners to rich, standards-based, grade-level content
         including by scaffolding up (see the WIDA website for resources about scaffolding)
•   Enact linguistically and culturally sustainable pedagogies
•   Create opportunities for multilingual learners to:
•   engage actively with each other in deep learning

- access and use multiple languages, including through translanguaging

When designing and delivering standards-based curriculum, instruction, and assessment, educators should consider multilingual learners':

- Previous personal and educational experiences
- Recency of arrival in the United States, if applicable
- Diverse cognitive and behavioral strengths, needs, and abilities
- Home and community
- Languages and cultures

Drawing on students' linguistic and cultural resources is essential to helping them navigate life in a diverse world, in addition to supporting them in meeting demands of academic content areas as they advance through school.

Integration of Language and Content:
Multilingual learners develop content and language concurrently, with academic content as a context for language learning and language as a means for learning academic content.

While acquiring language proficiency, learners employ "multimodality", the use of multiple means of communication. This is an essential way that for all students to access and engage in the content areas. In addition to the use of spoken and written language, students also communicate through gestures, facial expressions, images, equations, maps, symbols, diagrams, charts, videos, graphs, computer-mediated content, and other means.

Multimodality is inherent to and essential for how students make meaning and engage in disciplinary practices. All students are able to both interpret and express ideas with greater flexibility when using multimodal resources, including multiple languages. Multimodality allows all students to use multiple means to engage, interpret, represent, act, and express their ideas in the classroom. For example, as students read, they also might refer to illustrations or diagrams, and as students write, they might also represent their ideas numerically or graphically.

The integration of content and language for multilingual learners promotes:
- Understanding the connections between content and language
- Making meaning within and across content areas (disciplines)
- Interaction of students with each other in challenging content activities
- Coordination of design and delivery of curriculum, instruction, and assessment

Collaboration among Stakeholders
Collaboration between school leaders, content and language teachers, specialists, support personnel, students and families, is essential for providing multilingual learners high-quality educational experiences that are coordinated and comprehensive.

It is crucial for the academic success of multilingual learners that both language and content teachers and administrators see themselves as responsible for fostering the language development of multilingual learners, and for systems to move away from the idea that language specialists alone should assume sole responsibility for students' language development.

Although different classrooms may have different instructional foci, all classrooms with multilingual learners must incorporate content and language development. Content teachers bring expertise in their discipline, while language teachers bring expertise in language development. Each teacher can contribute to deliver coordinated educational experiences for multilingual learners according to their own qualifications and areas of expertise. With sustained collaboration, language teachers expand their understanding of different content areas, and content teachers develop insights into and respond to the language development needs of multilingual learners.

Content and language teachers can work together to:
- Plan and deliver grade-level standards-based instruction
- Plan for systematic, explicit, and sustained language development alongside the academic demands of the content areas
- Support one another
- Share unique fields of expertise

In this way, multilingual learners and their families benefit from a coherent and shared understanding of expectations and common goals for learning.

Functional Approach to Language Development

To understand what is meant by a "functional approach to language," WIDA uses the metaphor of the tool box to describe language. We use different linguistic tools to to communicate, to develop relationships, and to act upon the world. Like any good toolbox, the language toolbox contains various tools that function for different needs. Particular linguistic tools achieve certain purposes. For example, we make choices with language to reflect the topic at hand, the social roles and identities of those involved (am I talking to a college admissions interviewer or to my best friend?), and the needs of our listeners and readers. We make choices with language to organize our ideas in particular ways, to convey the relationships among these ideas, and about what types of words are most effective for our message. The explicit teaching of how language works can help multilingual learners expand what they can do with language, thereby growing their language toolbox. The result is that students become increasingly aware and strategic in their use of language to negotiate meaning and achieve their purposes in various contexts.

Strategies to Promote Biliteracy Development in the Classroom

Linden Public Schools seeks to foster the academic success of English/multi-language learners through improving our capacity to use our students' home languages as a resource and bridge to biliteracy. Our goal is to help students' sustain and build their first language literacy, using it as the foundation upon which their English academic skills are developed toward the ultimate goal of helping students to graduate from high school bilingual, biliterate, high achieving and globally competent.

When teachers use billiteracy strategies to support students they deliver instruction that:

* Helps students to transfer academic content from one language to another
*Engages in Contrastive Analysis
*Develops students' academic language in both languages across the content areas
*Develops metalinguistic awareness
* Connects to curriculum that reflects a global perspective

The following strategies are examples of effective ways that teachers can promote authentic biliteracy development in their classrooms:

1. Strategic Use of Group Work:
One of the best approaches that teachers can take includes the strategic use of group work. Students have an opportunity to work with others who don't come from the same language background, community, or culture. So, the next time you create groups in the classroom, think about how to structure them to help expose your monolingual students to new languages and cultures as they practice collaborating and communicating across languages. Allow your students to feel confident in their culture and identity when sharing it with their peers.

2. **Content-based Language Instruction**
This is a very effective teaching strategy that incorporates both content area objectives and language into the lesson. You can have objectives for your content area that are different from your language objectives. Just make sure that your students know the language and content goals for each lesson so that they can self-regulate their learning.

3. Allow them to Express Themselves
Students in dual language classes sometimes want to express themselves in their native language. Allow your students to feel confident doing this, don't make them feel as though using one language is "appropriate" or "bad". To truly make students feel confident in authentic biliteracy, they must feel like they can be themselves in your classroom.

4. Allow Translanguage
Children from bilingual homes sometimes strategically make use of words from two different languages to help them communicate effectively. For instance, they might say one sentence in

English and the next in Spanish, or even mixing the two in one sentence. By allowing students to engage in this natural process of speaking in your classroom, they can draw from those two languages as a useful resource to help them better express themselves and explore difficult academic content.

5. Provide Culturally Sensitive Content and Assessment
Each child's culture shapes and guides their awareness and perspective of the world, and it's vital to consider that when it comes to dual language education. When you create or select learning content or assessments, keep in mind that some of the things that you, as an educator, find familiar might not be familiar to a child. This could influence that student's recorded learning outcome but not show an accurate representation of what they know.

6. **Incorporate Families into Your Learning Community**
Some bilingual learners have monolingual parents who may not be fluent in English. One way of helping to guarantee your student's full engagement is by engaging parents. You can do this is by providing school communications such as announcements and notes in different languages, even if your translation is not perfect.

Earning the NJ Seal of Biliteracy

The Seal of Biliteracy was an initiative started by Californians Together in 2008 to acknowledge and award bilingual and multilingual students. In 2011, it officially became legislation in California and now multiple states throughout the nation have implemented a statewide Seal of Biliteracy. On January 19, 2016, New Jersey became the 17th state to implement a legislated statewide Seal of Biliteracy. By achieving the Seal of Biliteracy, students demonstrate that they are able to speak, read, comprehend and write in two or more languages at a high level of proficiency.

The Seal of Biliteracy seeks to:
- Encourage students to study languages
- Certify attainment of biliteracy
- Provide employers with a method of identifying people with language and biliteracy skills
- Provide universities with a method to recognize and award academic credit to applicants seeking admission
- Prepare students with 21st century skills
- Recognize and promote second language instruction in public schools
- Strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and language of a community

The Seal of Biliteracy opens up opportunities for those pursuing higher education or joining the workforce. As the world increasingly becomes more global, the need for employees with bilingual and multilingual skills has increased.

Employers seek bilingual or multilingual individuals for reasons such as:

- Accessing expanding markets;

- Better serving customer needs;

- Reaching particular and wider ranges of audiences; or

- Opening a channel of communication with customers.

Linden's Multiple Pathways to Biliteracy
A long-term goal of the Linden Public Schools is to enable all students to graduate with high levels of language proficiency in at least two languages.

As described earlier in this document, having high levels of skills in at least two languages will equip our students to meet the demands and challenges of our interconnected, global world, and to play an active role as global citizens. At the secondary level, students have the opportunity to study a wide variety of World Languages: Chinese, French, German, Italian, Russian and Spanish.

As a district, we value of the linguist and cultural diversity of our students, families and community. We understand the language and culture that our ELLs bring to our schools are the foundation that all further literacies will be built upon. We strive to provide culturally sustaining pedagogy, encouraging students to maintain and expand their home languages, while also achieving high levels of English language proficiency.

For this reason, the Bilingual, ESL & World Languages department encourages and facilitates testing for all qualifying 12[th]grade students so that they may have an opportunity to attain the NJ Seal of Biliteracy. In general, it is anticipated that all students who study a World Language in grades 9-12, will have attained or exceeded the intermediate-mid level of proficiency required to earn the NJ Seal of Biliteracy.

References

Aldana, U., & Mayer, A. (2014). The international baccalaureate: A college-preparatory pathway for heritage language speakers and immigrant youth. In R. Callahan & P. Gándara (Eds.), *The bilingualadvantage: Language, literacy, and the labor market.* Multilingual Matters.

Aguirre-Muñoz, Z., & Ambiasca, A. (2010) Defining opportunity to learn for English language learners: Linguistic and cultural dimensions of ELLs' instructional contexts. *Journal of Education for Students Placed at Risk, 15*(3), 259–278.

Boals, T., Hakuta, K., & Blair, A. (2015). Literacy development in academic contexts for adolescent English language learners. In D. Molle, E. Sato, T. Boals, & C. A. Hedgsperth (Eds.), *Multilingual learners and academic literacies: Sociocultural contexts of literacy development in adolescents.* Routledge.

Cook, V. J. (2003). *Effects of the second language on the first.* Multilingual Matters.

Cummins, J. (2001). *Negotiating identities: Education for empowerment in a diverse society* (2nd ed.). California Association for Bilingual Education.

Cummins, J., Hu, S., Markus, P., & Montero, M. (2015). Identity texts and academic achievement:Connecting the dots in multilingual school contexts. *TESOL Quarterly, 49,* 555–581.

Darling-Hammond, L., Campbell, C., Goodwin, A. L., Hammerness, K., Low, E. L., McIntyre, A., Sato, M., & Zeichner, K. (2017). *Empowered educators: How high-performing systems shape teaching quality around the world.* John Wiley & Sons.

Escamilla, K. (2015). Schooling begins before adolescence: The case of Manual and limited opportunities to learn. In D. Molle, E. Sato, T. Boals, & C. A. Hedgsperth (Eds.), *Multlingual learnersand academic literacies: Sociocultural contexts of literacy development in adolescents* (pp. 210–228). Routledge.

Gibbons, P. (2015). *Scaffolding language scaffolding learning: Teaching English language learners inthe mainstream classroom.* Heinemann.

Gottlieb, M. (2016). *Assessing English language learners: Bridges from language proficiency to academic achievement* (2nd ed.). Corwin.

Krashen, S., &Terrell, T. (1983). *The natural approach: Language acquisition in the classroom.* Pergamon.

Nieto, S. (2010). *The light in their eyes: Creating multicultural learning communities.* Teachers College Press.

Nieto, S., & Bode, P. (2018). *Affirming diversity: The sociopolitical context of multilingual education* (7thed.). Pearson.

Nordmeyer, J., & Barduhn, S. (Eds). (2010). *Integrating language and content.* TESOL International Association.

Ortega, L. (2014). Ways forward for a bi/multilingual turn in SLA. In S. May (Ed.), *The multilingual turn: Implications for SLA, TESOL and Bilingual Education* (pp. 32–53). Routledge.

Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher, 41*(3), 93–97.

Ritchhart, R., & Church, M. K. (2020). *The power of making thinking visible: Practices to engage and empower all learners.* Jossey-Bass.

Walqui, A., & Bunch, G. (2020). Educating English learners in the 21st century. In A. Walqui and G. Bunch(Eds.), *Amplifying the curriculum: Designing quality learning opportunities for English learners* (pp.1–20). Teachers College Press.

Wei, L. (2018). Translanguaging as a practical theory of language. *Applied Linguistics 39*(1), 9–30.

WIDA. (2004). *English language proficiency standards, kindergarten through grade 12.* WIDA, University of Wisconsin–Madison.

WIDA. (2007). *English language proficiency standards for English language learners in pre-kindergarten through Grade 12.* WIDA, University of Wisconsin–Madison

WIDA. (2012). *Amplification of the English Language Development Standards.* WIDA, University of Wisconsin–Madison.

WIDA. (2016). *WIDA can do descriptors: Key uses edition, Grades 9-12*. WIDA, University of Wisconsin–Madison. *Educational Research, 41*(3), 93–9

ELA/ESL Curriculum: Proficiency Level 1-5
Grade 3

Unit 1
Good Citizens
The curriculum for Grades 3 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English. Students will learn how people discover new things about themselves through experiences and relationships. In this unit, students will engage in speaking and listening activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers. Students will explore social relationships through being exposed to informational and fictional texts read aloud. These texts will help our multilingual learners build knowledge while developing phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension. Students will learn vocabulary that will help them explain feelings and emotions, while developing skills needed to appreciate the unique characteristics of those around us. In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels develop content and academic language simultaneously. The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
First Trimester 5-6 Weeks	Elementary School Grade 3 meets for ELA for a period of 80 minutes daily.	Levels 1 - 5

Stage 1: Identify Desired Results	
WIDA Standards	
Standard 1	**Language for Social and Instructional Purposes** English language learners communicate for social and instructional purposes within the school setting.
Standard 2	**Language for Language Arts** English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
Standard 3	**Language for Mathematics**

	English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
Standard 4	**Language for Science** English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
Standard 5	**Language for Social Studies** English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.
Vocabulary Usage	ELP 1 - Most common vocabulary ELP 2 - High frequency vocabulary ELP 3 - General and some specific vocabulary ELP 4 - Specialized and some technical vocabulary ELP 5 - Specialized and technical vocabulary
Language Forms and Conventions	ELP 1- Memorized language ELP 2 - Language with errors where meaning is obscured. ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words ELP 2 - Phrases, short sentences ELP 3 - Series of related sentences ELP 4 - Moderate discourse ELP 5 - Complex discourse
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
How is learning at school different from learning at home?	Students will explore similarities and differences between studying at home and school as they develop skills and strategies across English modalities.
Why are courts an important part of our government?	Students will explore the government and court system. As they make conclusions and infer/predict.
How can I make myself understood as a speaker?	Biliteracy is a valuable skill in a global community.
How do I ask questions to help me understand stories?	Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.
Why is volunteering good for a community and its people?	

Why is everyone's role on a project important? What are the traits of a hero?	Using pictures, movement, and acting words out can help understand characters, analyze and evaluate the story. Understanding roles, infer, predict, compare and contrast. Understand cause and effect, utilize visualization to interpret a story.

Stage 2: Evidence	
Formative Assessments	**Summative Assessments**
- Anecdotal records - Observations - Oral retell - Collaborative discussions - Tests - Quizzes - Exit tickets - Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric - Sorting/matching activities - Class polls/hand signals - Performance tasks (borrowed from unit skills & vocabulary) - Listening comprehension tasks - Online mini assessments: Kahoot, Nearpod, Seesaw, etc.	- Journey's Unit Assessments - Teacher created Assessments - Benchmark Assessments – WIDA MODEL and/or ACCESS - Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the ELP level for each individual child across the interpretive, interpersonal modes of communication.

Unit Projects / Assessments:

At the end of this unit students will explore how government officials get their power and make presentations based on their research.

- Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.

- Appropriate use of drawing, dictating, and/or writing to inform.

- Effective use of sequence words (e.g., *first, next, then, last*) to provide information in the Community Guide.

- Use of vocabulary learned in Unit 1.

- Appropriate use of *wh-* questions (*who, what, when, where,* why), pronouns, and simple present and past forms of common verbs (*to feel, to* be) to ask and answer questions.

- Effective use of the conjunction *because* to elaborate on ideas.

Note: Stage 3: Learning Plan
How will the learning unfold over the course of the unit? The thematic units of the Grade 3 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Grade 3 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodologies
Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement. - Linguistic Activities - Logical-mathematical - Spatial Bodily-Kinesthetic - Interpretive, interpersonal and presentational - Reading, listening, viewing - Singing, drawing, dancing - Build background knowledge - Establish rules and model procedures for classroom discussions - Pre-teach academic and content vocabulary for lesson Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations. **Sample Activities:** Display pictures of people from different countries Talk about things that you like to do and how you feel when you do them	Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching - Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. - Teacher will use content area studies as the context for language learning. - Teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets. - Teachers must know the ELP for each of their students in order to appropriately provide differentiation within the content of ELA.

Respond to greetings/ farewells, participate in TPR activities

Pre-teach vocabulary in context

Draw/show pictures of different people and engage in discussions of how they are similar and/or different

Listen and demonstrate comprehension of stories read aloud

Retell a story (beginning, middle end) after listening to/or reading a story

Use a Venn diagram to compare and contrast people.

Compare and contrast different characters from different stories.

Identify the letters of the alphabet and differentiate between vowels and consonants.

Utilize word patterns in order to spell words.

Scaffolds Per Proficiency Levels and Domain				
Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
Model one step-directions for students to follow Provide visual/graphic displays for students to match to social language Use realia that match vocabulary or oral statements Use L1 words/cognates when possible	Use manipulative visuals for students to manipulate in order to demonstrate sequence of story Use TPR Model matching or classifying oral descriptions to real-life experiences or visually-represented information. Restate/rephrase and use similar sentence structures in oral routines	Use graphics/realia to model following multi-step oral directions Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals Provide wait time Use anticipation guides such as asking questions/discussing theme	Use Venn Diagram to compare and contrast information heard Jigsaw discussions	Confirm students' prior knowledge of content topics

Allow students to listen to recorded audio as needed				

Domain: Speaking				
ELP1	**ELP2**	**ELP3**	**ELP4**	**ELP5**
Allow students to speak with peers in L1 if possible Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know Ask simple yes/no questions Ask simple wh-questions about the text Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Use L1, pictures, gestures, or single words and patterned responses Use simple sentence frames Think-Pair-Share discussions Model responses of higher-order thinking using sentence frames: "I think _____ because _____ " Allow Small group activities following teacher modeling	Provide Graphic Organizer for oral retell Prompt student to dialogue/collaboration Think-Pair-Share Scaffold responses to higher order thinking by using sentence frames that are a bit more complex "In my opinion_____"	Model/Expect full sentence response Expect full answers to higher order thinking questions Encourage students to orally present/describe drawings to classmates	Model dialogue expected in discussion of ideas.

Domain: Reading				
ELP1	**ELP2**	**ELP3**	**ELP4**	**ELP5**
Preview story in L1 if possible Preview story with picture walk Use picture cards Identify cognates and pre-teach vocabulary connecting to L1 when possible Use Teacher Read-Aloud with gestures	Preview text using KWL chart Modify length of reading passages Pre-teach vocabulary in text using pictures and cognates (if available) Student will retell sequence of events of text read using pictures/visual tools	Use word wall with vocabulary relevant to lesson using pictures Offer text at student's proficiency level. Ask text-dependent questions	Model developing a story map. Ask inference/predictions questions	Provide Graphic Organizer for development of text summary

	for students to manipulate			
Engage students in choral reading				
Student will retell sequence of events of story heard using pictures/visual tools for students to manipulate				

Domain: Writing				
ELP1	**ELP2**	**ELP3**	**ELP4**	**ELP5**
Create vocabulary notebook with images and L1 translation Allow student to write words in L1 Allow students to draw pictures Provide sentence frames with word bank and images. "My friend can ____." Label pictures with words from word bank.	Use PWI model Model using Graphic Organizer to write down ideas Prompt students to engage in sharing of ideas. Use storyboard where students draw and write simple sentences Provide sentence frames: "I like to _____".	Use Graphic Organizers Model writing full sentences Provide sentence stems: "When I go outside I____." Use storyboard – using pictures and full sentences.	Prompt students to independent writing Encourage use of target vocabulary Encourage use grammar and punctuation.	Independent use of target vocabulary

What will Students know?
▪ Learn story structure and will be able to summarize. ▪ Create conclusions, use inferences and prediction. ▪ Understand characters, analyze and evaluate a story. ▪ Compare and contrast. ▪ Infer and predict. ▪ Utilize cause and effect/ visualization.

What will Students be able to do with the language?
Students will be able to   ▪ Communicate for social and instructional purposes within the school setting.

- Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- Use prior knowledge to understand meanings of academic and unit vocabulary for Good Citizens.

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 1 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts	
Related NJSLS	Part 1 Craft and Structure
RL.3.1	Ask and answer questions 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, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	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.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
Related NJSLS	Part 2: Integration of Knowledge and Ideas
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL. 3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RL.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic

RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
Related NJSLS	Part 3 Foundational Skills
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3b	Decode words with common Latin suffixes.
RF.3.3d	Read grade appropriate irregularly spelled words.
RF 3.4	Read with sufficient accuracy and fluency to support comprehension.
RF 3.4a	Read on level text with purpose and understanding.
RF 3.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF 3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Related NJSLS	Part 4 Writing	
W.3.1		Write opinion pieces on topics or texts, supporting a point of view with reasons
W.3.1a		Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1b		Provide reasons that support the opinion.
W.3.1c		Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.1d		Provide a concluding statement or section.
W.3.2		Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2a		Introduce a topic and group related information together; include illustrations when useful to aiding comprehension
W.3.1b		Provide reasons that support the opinion.
W.3.1c		Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.2		Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Suggested Materials/Resources/Websites:
- Journeys Paired Selections

    - *Such a Deal*

    - *A Fine Fine School*

    - *Sequoyah*

    - *The Trial of Cardigan Jones*

    - *Open your Eyes*

    - *Destiny's Gift*

    - *The Bixby Bridge*

    - *Pop's Bridge*

    - *The Tennessee Tornado*

    - *Roberto Clemente: Pride of the Pittsburgh Pirates*

- Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
- Journeys Write-In Readers
- Starfall.com
- Raz-kids for ELLs
- Epic!
- Seesaw
- Flipgrid
- ReadWorks
- Uniteforliteracy.org

- Storylineonline.net
- BrainPOP
- Scholastics
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA Standards (2020)	https://wida.wisc.edu/teach/standards/eld
New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	ELLs in Elementary School
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers
Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin-Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf
Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
CommonLit	CommonLit Resource Library
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Scholastic	Unlocking Language for ELLs

Florida Center for Reading Research	www.fcrr.org
Read Write Think	www.readwritethink.org
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

Related NJSLS	**College and Career Ready Practices** Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	C Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related NJSLS	**Civic Financial Responsibility** Performance Expectations
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Related NJSLS	**Career Awareness and Planning** Performance Expectations
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

Related NJSLS	**Creativity and Innovation** Performance Expectations
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process.
Related NJSLS	**Critical Thinking and Problem-solving** Performance Expectations
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
Related NJSLS	**Digital Citizenship** Performance Expectations
9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions.
9.4.5.DC.7	Explain how posting and commenting in social spaces can have positive or negative consequences.
9.4.5.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action.
Related NJSLS	**Global and Cultural Awareness** Performance Expectations
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
Related NJSLS	**Information and Media Literacy** Performance Expectations
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.3	Represent the same data in multiple visual formats in order to tell a story about the data.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.

9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social.
Related NJSLS	**Technology Literacy** Performance Expectations
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Social Studies Standards

Related NJSLS	**Civics, Government, and Human Rights: Civics and Political Institutions** Performance Expectations
6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
Related NJSLS	**Civics, Government, and Human Rights: Processes and Rules** Performance Expectations
6.1.5.CivicsPR.1:	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
Related NJSLS	**Civics, Government, and Human Rights: Human and Civil Rights** Performance Expectations
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
Related NJSLS	**Civics, Government, and Human Rights: Civic Mindedness** Performance Expectations
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
VPA.1.3.5.C	Theater

Comprehensive Health and Physical Education

Indicator Number	**Emotional Health** Indicator
2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Accommodations, Modifications, and Teacher Strategies

504 Plans	**Gifted and Talent Accommodations and Modifications**	**Special Education and At-Risk Accommodations and Modifications**	**English Language Learners Accommodations and Modifications**
Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to: • walk, breathe, eat, or sleep • communicate, see, hear, or speak • read, concentrate, think, or learn • stand, bend, lift, or work Examples of accommodations in 504 plans include: • preferential seating • extended time on tests and assignments • reduced homework or classwork • verbal, visual, or technology aids • modified textbooks or audio-video materials • behavior management support • adjusted class schedules or grading • verbal testing • excused lateness, absence, or missed classwork • pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy	• Allow for further independent research on topics of interest related to the unit of study • Advanced leveled readers and sources • Increase the level of complexity • Decrease scaffolding • Variety of finished products • Allow for greater independence • Learning stations, interest groups • Varied texts and supplementary materials • Use of technology • Flexibility in assignments • Varied questioning strategies • Encourage research • Strategy and flexible groups based on formative assessment or student choice • Acceleration within a unit of study • Exposure to more advanced or complex concepts, abstractions, and materials • Encourage students to move through content areas at their own pace • After mastery of a unit, provide students with more advanced learning activities, not more of the same activity • Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas	• Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill	• Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources • Guided notes with highlighted words and concepts • Use of Merriam-Webster's ELL dictionary • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill

		- Provide cross-content application of concepts - Ability to work at their own pace - Present ideas using auditory, visual, kinesthetic, & tactile means - Provide graphic organizers and/or highlighted materials - Strategy and flexible groups based on formative assessment - Differentiated checklists and rubrics, if available and appropriate	- Provide cross-content application of concepts - Ability to work at their own pace - Present ideas using auditory, visual, kinesthetic, & tactile means - Provide graphic organizers and/or highlighted materials - Strategy and flexible groups based on formative assessment - Differentiated checklists and rubrics, if available and appropriate

ELA/ESL Curriculum: Proficiency Level 1-5
Grade 3

Unit 2
Look and Listen
The curriculum for Grades 3 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English. Students will learn how people discover new things about themselves through experiences and relationships. In this unit, students will engage in speaking and listening activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers. Students will explore social relationships through being exposed to informational and fictional texts read aloud. These texts will help our multilingual learners build knowledge while developing phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension. Students will learn vocabulary that will help them explain feelings and emotions, while developing skills needed to appreciate the unique characteristics of those around us. In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels develop content and academic language simultaneously. The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
First Trimester 5-6 Weeks	Elementary School Grade 3 meets for ELA for a period of 80 minutes daily.	Levels 1 - 5

Stage 1: Identify Desired Results	
WIDA Standards	
Standard 1	**Language for Social and Instructional Purposes** English language learners communicate for social and instructional purposes within the school setting.
Standard 2	**Language for Language Arts** English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
Standard 3	**Language for Mathematics**

	English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
Standard 4	**Language for Science** English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
Standard 5	**Language for Social Studies** English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.
Vocabulary Usage	ELP 1 - Most common vocabulary ELP 2 - High frequency vocabulary ELP 3 - General and some specific vocabulary ELP 4 - Specialized and some technical vocabulary ELP 5 - Specialized and technical vocabulary
Language Forms and Conventions	ELP 1- Memorized language ELP 2 - Language with errors where meaning is obscured. ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words ELP 2 - Phrases, short sentences ELP 3 - Series of related sentences ELP 4 - Moderate discourse ELP 5 - Complex discourse
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
What makes bats interesting and useful?	Target skill: Sequence of events, questioning, recount an experience.
How do pictures help to tell a story?	Students will explore utilize text and graphic features. Analyze and evaluate a text.
What do traditional tales tell readers about life?	Students will make conclusions and utilize interferences and predictions.
How is a live performance different from other kinds of entertainment?	Students will utilize cause and effect.
What important traits must an inventor have?	Students will use main ideas and details. Students will summarize story.
Stage 2: Evidence	

Formative Assessments	Summative Assessments
- Anecdotal records - Observations - Oral retell - Collaborative discussions - Tests - Quizzes - Exit tickets - Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric - Sorting/matching activities - Class polls/hand signals - Performance tasks (borrowed from unit skills & vocabulary) - Listening comprehension tasks - Online mini assessments: Kahoot, Nearpod, Seesaw, etc.	- Journey's Unit Assessments - Teacher created Assessments - Benchmark Assessments – WIDA MODEL and/or ACCESS - Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the ELP level for each individual child across the interpretive, interpersonal modes of communication.

Unit Projects / Assessments:

At the end of this unit students will be able to generate a research plan, refine a research question, tell a story, create an audio recording, recount an experience.

- Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.

- Appropriate use of drawing, dictating, and/or writing to narrate a single event.

- Effective use of sequence words (e.g., *first, next, then, last*) to provide information in the Community Guide.

- Use of vocabulary learned in Unit 2.

- Appropriate use of *wh-* questions (*who, what, when, where, why*), pronouns, and simple present and past forms of common verbs (*to feel, to be*) to ask and answer questions.

- Effective use of the conjunction *because* to elaborate on ideas.

Note: Stage 3: Learning Plan

How will the learning unfold over the course of the unit?

The thematic units of the Grade 3 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Grade 3 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodologies
Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.	Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching
- Linguistic Activities - Logical-mathematical - Spatial Bodily-Kinesthetic - Interpretive, interpersonal and presentational - Reading, listening, viewing - Singing, drawing, dancing - Build background knowledge - Establish rules and model procedures for classroom discussions - Pre-teach academic and content vocabulary for lesson	- Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. - Teacher will use content area studies as the context for language learning. - Teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets. - Teachers must know the ELP for each of their students in order to appropriately provide differentiation within the content of ELA.
Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations. **Sample Activities:** Use long and short vowels Write an opinion piece Pre-teach vocabulary in context Refine a research question Generate a research plan Draw/show pictures of different people and engage in discussions of how they are similar and/or different	

Listen and demonstrate comprehension of stories read aloud

Retell a story (beginning, middle end) after listening to/or reading a story

Use a Venn diagram to compare and contrast people.

Compare and contrast different characters from different stories.

Identify the letters of the alphabet and differentiate between vowels and consonants.

Utilize word patterns in order to spell words.

Scaffolds Per Proficiency Levels and Domain				
Domain: Listening				
ELP1	**ELP2**	**ELP3**	**ELP4**	**ELP5**
Model one step-directions for students to follow Provide visual/graphic displays for students to match to social language Use realia that match vocabulary or oral statements Use L1 words/cognates when possible Allow students to listen to recorded audio as needed	Use manipulative visuals for students to manipulate in order to demonstrate sequence of story Use TPR Model matching or classifying oral descriptions to real-life experiences or visually-represented information. Restate/rephrase and use similar sentence structures in oral routines	Use graphics/realia to model following multi-step oral directions Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals Provide wait time Use anticipation guides such as asking questions/discussing theme	Use Venn Diagram to compare and contrast information heard Jigsaw discussions	Confirm students' prior knowledge of content topics
Domain: Speaking				
ELP1	**ELP2**	**ELP3**	**ELP4**	**ELP5**

Allow students to speak with peers in L1 if possible Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know Ask simple yes/no questions Ask simple wh- questions about the text Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Use L1, pictures, gestures, or single words and patterned responses Use simple sentence frames Think-Pair-Share discussions Model responses of higher-order thinking using sentence frames: "I think _____ because _____ " Allow Small group activities following teacher modeling	Provide Graphic Organizer for oral retell Prompt student to dialogue/collaboration Think-Pair-Share Scaffold responses to higher order thinking by using sentence frames that are a bit more complex "In my opinion_____"	Model/Expect full sentence response Expect full answers to higher order thinking questions Encourage students to orally present/describe drawings to classmates	Model dialogue expected in discussion of ideas.

Domain: Reading

ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1 if possible Preview story with picture walk Use picture cards Identify cognates and pre-teach vocabulary connecting to L1 when possible Use Teacher Read-Aloud with gestures Engage students in choral reading Student will retell sequence of events of story heard using	Preview text using KWL chart Modify length of reading passages Pre-teach vocabulary in text using pictures and cognates (if available) Student will retell sequence of events of text read using pictures/visual tools for students to manipulate	Use word wall with vocabulary relevant to lesson using pictures Offer text at student's proficiency level. Ask text-dependent questions	Model developing a story map. Ask inference/predictions questions	Provide Graphic Organizer for development of text summary

pictures/visual tools for students to manipulate				

Domain: Writing				
ELP1	**ELP2**	**ELP3**	**ELP4**	**ELP5**
Create vocabulary notebook with images and L1 translation

Allow student to write words in L1

Allow students to draw pictures

Provide sentence frames with word bank and images. "My friend can ____."

Label pictures with words from word bank. | Use PWI model

Model using Graphic Organizer to write down ideas

Prompt students to engage in sharing of ideas.

Use storyboard where students draw and write simple sentences

Provide sentence frames: "I like to _____". | Use Graphic Organizers

Model writing full sentences

Provide sentence stems: "When I go outside I____."

Use storyboard – using pictures and full sentences. | Prompt students to independent writing

Encourage use of target vocabulary

Encourage use grammar and punctuation. | Independent use of target vocabulary |

What will Students know?
▪ Learn story structure and will be able to summarize. ▪ Create conclusions, use inferences and prediction. ▪ Understand characters, analyze and evaluate a story. ▪ Compare and contrast. ▪ Infer and predict. ▪ Utilize cause and effect/ visualization. ▪ Differentiate comprehension and vocabulary strategies.
What will Students be able to do with the language?
Students will be able to ▪ Communicate for social and instructional purposes within the school setting. ▪ Communicate information, ideas, and concepts necessary for academic success in the content area of language arts. ▪ Communicate information, ideas, and concepts necessary for academic success in the content area of social studies. ▪ Use prior knowledge to understand meanings of academic and unit vocabulary for Good Citizens.

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 1 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts	
Related NJSLS	**Part 1** **Craft and Structure**
RL.3.1	Ask and answer questions 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, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	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.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
Related NJSLS	**Part 2: Integration of Knowledge and Ideas**
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL. 3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RL.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
Related NJSLS	**Part 3**

		Foundational Skills
RF.3.3		Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3a		Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3b		Decode words with common Latin suffixes.
RF.3.3d		Read grade appropriate irregularly spelled words.
RF 3.4		Read with sufficient accuracy and fluency to support comprehension.
RF 3.4a		Read on level text with purpose and understanding.
RF 3.4b		Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF 3.4c		Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Related NJSLS	Part 4 Writing	
W.3.1		Write opinion pieces on topics or texts, supporting a point of view with reasons
W.3.1a		Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1b		Provide reasons that support the opinion.
W.3.1c		Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.1d		Provide a concluding statement or section.
W.3.2		Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2a		Introduce a topic and group related information together; include illustrations when useful to aiding comprehension
W.3.1b		Provide reasons that support the opinion.
W.3.1c		Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.2		Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2a		Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.4		With guidance and support from adults, produce writing in which the development and organization are appropriate to task

	and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Suggested Resources and Materials
Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Suggested Materials/Resources/Websites:
- Journeys Paired Selections

    - *Bats Are the Best Beasts*

    - *Bat Loves the Night*

    - *Louis Braille: Boy Inventor*

    - *What Do Illustrators Do?*

    - *Sweet Berries*

    - *The Harvest Birds*

    - *The Magical Art of Mine*

    - *Kamishibai Man*

    - *Young Thomas Edison*

    - *Ryan Hrelijac, Saving Lives at Six*

- Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
- Journeys Write-In Readers
- Starfall.com
- Raz-kids for ELLs
- Epic!
- Seesaw
- Flipgrid
- ReadWorks
- Uniteforliteracy.org
- Storylineonline.net
- Brainpop
- Scholastics

- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA Standards (2020)	https://wida.wisc.edu/teach/standards/eld
New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	ELLs in Elementary School
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers
Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin-Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf
Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
CommonLit	CommonLit Resource Library
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Scholastic	Unlocking Language for ELLs
Florida Center for Reading Research	www.fcrr.org
Read Write Think	www.readwritethink.org

Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

Related NJSLS	**College and Career Ready Practices** Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	C Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related NJSLS	**Civic Financial Responsibility** Performance Expectations
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Related NJSLS	**Career Awareness and Planning** Performance Expectations
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
Related NJSLS	**Creativity and Innovation** Performance Expectations
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.

9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process.
Related NJSLS	**Critical Thinking and Problem-solving** Performance Expectations
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
Related NJSLS	**Digital Citizenship** Performance Expectations
9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions.
9.4.5.DC.7	Explain how posting and commenting in social spaces can have positive or negative consequences.
9.4.5.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action.
Related NJSLS	**Global and Cultural Awareness** Performance Expectations
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
Related NJSLS	**Information and Media Literacy** Performance Expectations
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.3	Represent the same data in multiple visual formats in order to tell a story about the data.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

Related NJSLS	**Technology Literacy** Performance Expectations
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Social Studies Standards

Related NJSLS	**Civics, Government, and Human Rights: Civics and Political Institutions** Performance Expectations
6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
Related NJSLS	**Civics, Government, and Human Rights: Processes and Rules** Performance Expectations
6.1.5.CivicsPR.1:	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
Related NJSLS	**Civics, Government, and Human Rights: Human and Civil Rights** Performance Expectations
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
Related NJSLS	**Civics, Government, and Human Rights: Civic Mindedness** Performance Expectations
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
VPA.1.3.5.C	Theater

Comprehensive Health and Physical Education

Indicator Number	**Emotional Health** Indicator
2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.

2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Accommodations, Modifications, and Teacher Strategies

504 Plans	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to: • walk, breathe, eat, or sleep • communicate, see, hear, or speak • read, concentrate, think, or learn • stand, bend, lift, or work Examples of accommodations in 504 plans include: • preferential seating • extended time on tests and assignments • reduced homework or classwork • verbal, visual, or technology aids • modified textbooks or audio-video materials • behavior management support • adjusted class schedules or grading • verbal testing • excused lateness, absence, or missed classwork • pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy	• Allow for further independent research on topics of interest related to the unit of study • Advanced leveled readers and sources • Increase the level of complexity • Decrease scaffolding • Variety of finished products • Allow for greater independence • Learning stations, interest groups • Varied texts and supplementary materials • Use of technology • Flexibility in assignments • Varied questioning strategies • Encourage research • Strategy and flexible groups based on formative assessment or student choice • Acceleration within a unit of study • Exposure to more advanced or complex concepts, abstractions, and materials • Encourage students to move through content areas at their own pace • After mastery of a unit, provide students with more advanced learning activities, not more of the same activity • Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas	• Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means	• Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources • Guided notes with highlighted words and concepts • Use of Merriam-Webster's ELL dictionary • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials

		- Provide graphic organizers and/or highlighted materials - Strategy and flexible groups based on formative assessment - Differentiated checklists and rubrics, if available and appropriate	- Strategy and flexible groups based on formative assessment - Differentiated checklists and rubrics, if available and appropriate

ELA/ESL Curriculum: Proficiency Level 1-5
Grade 3

Unit 3

Look and Listen

The curriculum for Grades 3 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English.

Students will learn how people discover new things about themselves through experiences and relationships. In this unit, students will engage in speaking and listening activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers. Students will explore social relationships through being exposed to informational and fictional texts read aloud. These texts will help our multilingual learners build knowledge while developing phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension. Students will learn vocabulary that will help them explain feelings and emotions, while developing skills needed to appreciate the unique characteristics of those around us.

In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels develop content and academic language simultaneously.

The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
First Trimester 5-6 Weeks	Elementary School Grade 3 meets for ELA for a period of 80 minutes daily.	Levels 1 - 5
Stage 1: Identify Desired Results		
WIDA Standards		
Standard 1	**Language for Social and Instructional Purposes** English language learners communicate for social and instructional purposes within the school setting.	
Standard 2	**Language for Language Arts** English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.	
Standard 3	**Language for Mathematics** English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.	
Standard 4	**Language for Science**	

	English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
Standard 5	**Language for Social Studies** English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.
Vocabulary Usage	ELP 1 - Most common vocabulary ELP 2 - High frequency vocabulary ELP 3 - General and some specific vocabulary ELP 4 - Specialized and some technical vocabulary ELP 5 - Specialized and technical vocabulary
Language Forms and Conventions	ELP 1- Memorized language ELP 2 - Language with errors where meaning is obscured. ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words ELP 2 - Phrases, short sentences ELP 3 - Series of related sentences ELP 4 - Moderate discourse ELP 5 - Complex discourse
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
How do inventions help athletes Why is it important to grow food crops? Why are stories from different cultures important? What are some benefits of dogs interacting with people? Why are safety rules important?	• Interpret: Distinguish Among Different Words' Effects • Produce: Use Technology Where Appropriate • How English Works: Connect Ideas • Vocabulary Network • Interpret: Distinguish Among Words' Effects • Produce: Plan and Deliver Oral Presentations • How English Works: Condense Ideas • Vocabulary Network • Interpret: Describe Ideas and Text Elements • Produce: Paraphrase/Retell Texts • How English Works: Apply Understanding of Personal Pronouns • Vocabulary Network Answer Questions and Add Relevant Information • Interpret: Describe Ideas and Text Elements • Produce: Write Informational Texts Independently • How English Works: Recognize and use adjetives.

Stage 2: Evidence	
Formative Assessments	**Summative Assessments**
- Anecdotal records - Observations - Oral retell - Collaborative discussions - Tests - Quizzes - Exit tickets - Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric - Sorting/matching activities - Class polls/hand signals - Performance tasks (borrowed from unit skills & vocabulary) - Listening comprehension tasks - Online mini assessments: Kahoot, Nearpod, Seesaw, etc.	- Journey's Unit Assessments - Teacher created Assessments - Benchmark Assessments – WIDA MODEL and/or ACCESS - Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the ELP level for each individual child across the interpretive, interpersonal modes of communication.

Unit Projects / Assessments:

At the end of this unit students will be able to generate a research plan, refine a research question, tell a story, create an audio recording, recount an experience.

- Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.

- Appropriate use of drawing, dictating, and/or writing to narrate a single event.

- Effective use of sequence words (e.g., *first, next, then, last*) to provide information in the Community Guide.

- Use of vocabulary learned in Unit 3.

- Appropriate use of *wh-* questions (*who, what, when, where, why*), pronouns, and simple present and past forms of common verbs (*to feel, to be*) to ask and answer questions.

- Effective use of the conjunction *because* to elaborate on ideas.

Note: Stage 3: Learning Plan
How will the learning unfold over the course of the unit? The thematic units of the Grade 3 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Grade 3 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodologies
Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement. - Linguistic Activities - Logical-mathematical - Spatial Bodily-Kinesthetic - Interpretive, interpersonal and presentational - Reading, listening, viewing - Singing, drawing, dancing - Build background knowledge - Establish rules and model procedures for classroom discussions - Pre-teach academic and content vocabulary for lesson Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations. **Sample Activities:** Use long and short vowels	Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching - Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. - Teacher will use content area studies as the context for language learning. - Teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets. - Teachers must know the ELP for each of their students in order to appropriately provide differentiation within the content of ELA.

Write an opinion piece Pre-teach vocabulary in context Refine a research question Generate a research plan Draw/show pictures of different people and engage in discussions of how they are similar and/or different Listen and demonstrate comprehension of stories read aloud Retell a story (beginning, middle end) after listening to/or reading a story Use a Venn diagram to compare and contrast people. Compare and contrast different characters from different stories. Identify the letters of the alphabet and differentiate between vowels and consonants. Utilize word patterns in order to spell words.	

Scaffolds Per Proficiency Levels and Domain				
Domain: Listening				
ELP1	**ELP2**	**ELP3**	**ELP4**	**ELP5**
Model one step-directions for students to follow Provide visual/graphic displays for students to match to social language Use realia that match vocabulary or oral statements	Use manipulative visuals for students to manipulate in order to demonstrate sequence of story Use TPR Model matching or classifying oral descriptions to real-life experiences or	Use graphics/realia to model following multi-step oral directions Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals Provide wait time	Use Venn Diagram to compare and contrast information heard Jigsaw discussions	Confirm students' prior knowledge of content topics

Use L1 words/cognates when possible Allow students to listen to recorded audio as needed	visually-represented information. Restate/rephrase and use similar sentence structures in oral routines	Use anticipation guides such as asking questions/discussing theme		

Domain: Speaking				
ELP1	**ELP2**	**ELP3**	**ELP4**	**ELP5**
Allow students to speak with peers in L1 if possible Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know Ask simple yes/no questions Ask simple wh-questions about the text Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Use L1, pictures, gestures, or single words and patterned responses Use simple sentence frames Think-Pair-Share discussions Model responses of higher-order thinking using sentence frames: "I think _____ because _____" Allow Small group activities following teacher modeling	Provide Graphic Organizer for oral retell Prompt student to dialogue/collaboration Think-Pair-Share Scaffold responses to higher order thinking by using sentence frames that are a bit more complex "In my opinion____"	Model/Expect full sentence response Expect full answers to higher order thinking questions Encourage students to orally present/describe drawings to classmates	Model dialogue expected in discussion of ideas.

Domain: Reading				
ELP1	**ELP2**	**ELP3**	**ELP4**	**ELP5**
Preview story in L1 if possible Preview story with picture walk Use picture cards	Preview text using KWL chart Modify length of reading passages Pre-teach vocabulary in	Use word wall with vocabulary relevant to lesson using pictures Offer text at student's proficiency level.	Model developing a story map. Ask inference/predictions questions	Provide Graphic Organizer for development of text summary

ELP1	ELP2	ELP3	ELP4	ELP5
Identify cognates and pre-teach vocabulary connecting to L1 when possible Use Teacher Read-Aloud with gestures Engage students in choral reading Student will retell sequence of events of story heard using pictures/visual tools for students to manipulate	text using pictures and cognates (if available) Student will retell sequence of events of text read using pictures/visual tools for students to manipulate	Ask text-dependent questions		

Domain: Writing				
ELP1	**ELP2**	**ELP3**	**ELP4**	**ELP5**
Create vocabulary notebook with images and L1 translation Allow student to write words in L1 Allow students to draw pictures Provide sentence frames with word bank and images. "My friend can ____." Label pictures with words from word bank.	Use PWI model Model using Graphic Organizer to write down ideas Prompt students to engage in sharing of ideas. Use storyboard where students draw and write simple sentences Provide sentence frames: "I like to _____".	Use Graphic Organizers Model writing full sentences Provide sentence stems: "When I go outside I____." Use storyboard – using pictures and full sentences.	Prompt students to independent writing Encourage use of target vocabulary Encourage use grammar and punctuation.	Independent use of target vocabulary

What will Students know?
• Discuss and develop a written plan for an invention. LANGUAGE • Build and test a model of the invention and record how it works.

| | Communicate observations and make inferences based on observations. LANGUAGE |

What will Students be able to do with the language?

Students will be able to
   - Communicate for social and instructional purposes within the school setting.
   - Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
   - Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
   - Use prior knowledge to understand meanings of academic and unit vocabulary for Good Citizens.

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 3 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts	
Related NJSLS	Part 1 Craft and Structure
RL.3.1	Ask and answer questions 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, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	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.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
Related NJSLS	Part 2: Integration of Knowledge and Ideas

RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL. 3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RL.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
Related NJSLS	Part 3 Foundational Skills
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3b	Decode words with common Latin suffixes.
RF.3.3d	Read grade appropriate irregularly spelled words.
RF 3.4	Read with sufficient accuracy and fluency to support comprehension.
RF 3.4a	Read on level text with purpose and understanding.
RF 3.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF 3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Related NJSLS	Part 4 Writing
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1b	Provide reasons that support the opinion.
W.3.1c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.1d	Provide a concluding statement or section.

W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension
W.3.1b	Provide reasons that support the opinion.
W.3.1c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Resources and Materials

Suggested Materials/Resources/Websites:
- Journeys Paired Selections
  - *J Block*
  - *Growing Up*
  - *The Best Worst Day*
  - *More Than a Pet*
  - *Give Yourself a Gift*
- Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
- Journeys Write-In Readers
- Starfall.com
- Raz-kids for ELLs
- Epic!
- Seesaw
- Flipgrid
- ReadWorks
- Uniteforliteracy.org
- Storylineonline.net
- Brainpop
- Scholastics
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA Standards (2020)	https://wida.wisc.edu/teach/standards/eld

New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	ELLs in Elementary School
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers
Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin-Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf
Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
CommonLit	CommonLit Resource Library
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Scholastic	Unlocking Language for ELLs
Florida Center for Reading Research	www.fcrr.org
Read Write Think	www.readwritethink.org
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

Related NJSLS	College and Career Ready Practices Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	C Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related NJSLS	Civic Financial Responsibility Performance Expectations
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Related NJSLS	Career Awareness and Planning Performance Expectations
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
Related NJSLS	Creativity and Innovation Performance Expectations
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process.
Related NJSLS	Critical Thinking and Problem-solving Performance Expectations
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.

9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
Related NJSLS	**Digital Citizenship** Performance Expectations
9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions.
9.4.5.DC.7	Explain how posting and commenting in social spaces can have positive or negative consequences.
9.4.5.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action.
Related NJSLS	**Global and Cultural Awareness** Performance Expectations
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
Related NJSLS	**Information and Media Literacy** Performance Expectations
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.3	Represent the same data in multiple visual formats in order to tell a story about the data.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social.
Related NJSLS	**Technology Literacy** Performance Expectations
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Social Studies Standards

Related NJSLS	**Civics, Government, and Human Rights: Civics and Political Institutions**

	Performance Expectations
6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
Related NJSLS	**Civics, Government, and Human Rights: Processes and Rules** Performance Expectations
6.1.5.CivicsPR.1:	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
Related NJSLS	**Civics, Government, and Human Rights: Human and Civil Rights** Performance Expectations
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
Related NJSLS	**Civics, Government, and Human Rights: Civic Mindedness** Performance Expectations
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
VPA.1.3.5.C	Theater

Comprehensive Health and Physical Education

Indicator Number	**Emotional Health** Indicator
2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Accommodations, Modifications, and Teacher Strategies

504 Plans	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications

Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to: • walk, breathe, eat, or sleep • communicate, see, hear, or speak • read, concentrate, think, or learn • stand, bend, lift, or work Examples of accommodations in 504 plans include: • preferential seating • extended time on tests and assignments • reduced homework or classwork • verbal, visual, or technology aids • modified textbooks or audio-video materials • behavior management support • adjusted class schedules or grading • verbal testing • excused lateness, absence, or missed classwork • pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy	• Allow for further independent research on topics of interest related to the unit of study • Advanced leveled readers and sources • Increase the level of complexity • Decrease scaffolding • Variety of finished products • Allow for greater independence • Learning stations, interest groups • Varied texts and supplementary materials • Use of technology • Flexibility in assignments • Varied questioning strategies • Encourage research • Strategy and flexible groups based on formative assessment or student choice • Acceleration within a unit of study • Exposure to more advanced or complex concepts, abstractions, and materials • Encourage students to move through content areas at their own pace • After mastery of a unit, provide students with more advanced learning activities, not more of the same activity • Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas	• Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate	• Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources • Guided notes with highlighted words and concepts • Use of Merriam-Webster's ELL dictionary • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment

			• Differentiated checklists and rubrics, if available and appropriate

ELA/ESL Curriculum: Proficiency Level 1-5
Grade 3

Unit 4

Heroes and Helpers

The curriculum for Grades 3 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English.

Students will learn how people discover new things about themselves through experiences and relationships. In this unit, students will engage in speaking and listening activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers. Students will explore social relationships through being exposed to informational and fictional texts read aloud. These texts will help our multilingual learners build knowledge while developing phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension. Students will learn vocabulary that will help them explain feelings and emotions, while developing skills needed to appreciate the unique characteristics of those around us.

In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels develop content and academic language simultaneously.

The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
First Trimester 5-6 Weeks	Elementary School Grade 3 meets for ELA for a period of 80 minutes daily.	Levels 1 - 5
Stage 1: Identify Desired Results		
WIDA Standards		

Standard 1	**Language for Social and Instructional Purposes** English language learners communicate for social and instructional purposes within the school setting.
Standard 2	**Language for Language Arts** English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
Standard 3	**Language for Mathematics** English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
Standard 4	**Language for Science**

	English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
Standard 5	**Language for Social Studies** English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.
Vocabulary Usage	ELP 1 - Most common vocabulary ELP 2 - High frequency vocabulary ELP 3 - General and some specific vocabulary ELP 4 - Specialized and some technical vocabulary ELP 5 - Specialized and technical vocabulary
Language Forms and Conventions	ELP 1- Memorized language ELP 2 - Language with errors where meaning is obscured. ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words ELP 2 - Phrases, short sentences ELP 3 - Series of related sentences ELP 4 - Moderate discourse ELP 5 - Complex discourse
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
How can helping others make you feel good? Why is it important to keep trying even if something is difficult to do? Why are reading and writing important? How are signs helpful? What makes someone a hero?	• Interpret: Distinguish Among Different Words' Effects • Produce: Use Technology Where Appropriate • How English Works: Connect Ideas • Vocabulary Network • Interpret: Distinguish Among Words' Effects • Produce: Plan and Deliver Oral Presentations • How English Works: Condense Ideas • Vocabulary Network • Interpret: Describe Ideas and Text Elements • Produce: Paraphrase/Retell Texts • How English Works: Apply Understanding of Personal Pronouns • Vocabulary Network Answer Questions and Add Relevant Information • Interpret: Describe Ideas and Text Elements • Produce: Write Informational Texts Independently • How English Works: Recognize and use adjetives.

Stage 2: Evidence

Formative Assessments	**Summative Assessments**
- Anecdotal records - Observations - Oral retell - Collaborative discussions - Tests - Quizzes - Exit tickets - Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric - Sorting/matching activities - Class polls/hand signals - Performance tasks (borrowed from unit skills & vocabulary) - Listening comprehension tasks - Online mini assessments: Kahoot, Nearpod, Seesaw, etc.	- Journey's Unit Assessments - Teacher created Assessments - Benchmark Assessments – WIDA MODEL and/or ACCESS - Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the ELP level for each individual child across the interpretive, interpersonal modes of communication.

Unit Projects / Assessments:

At the end of this unit students will be able to write informational articles. Students will demonstrate language development by improving writing through revision and editing. Students will work with others on research and writing projects.

- Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.

- Appropriate use of drawing, dictating, and/or writing to narrate a single event.

- Effective use of sequence words (e.g., *first, next, then, last*) to provide information in the Community Guide.

- Use of vocabulary learned in Unit 4.

- Appropriate use of *wh-* questions (*who, what, when, where, why*), pronouns, and simple present and past forms of common verbs (*to feel, to be*) to ask and answer questions.

- Effective use of the conjunction *because* to elaborate on ideas.

Note: Stage 3: Learning Plan
How will the learning unfold over the course of the unit? The thematic units of the Grade 3 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Grade 3 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodologies
Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement. - Linguistic Activities - Logical-mathematical - Spatial Bodily-Kinesthetic - Interpretive, interpersonal and presentational - Reading, listening, viewing - Singing, drawing, dancing - Build background knowledge - Establish rules and model procedures for classroom discussions - Pre-teach academic and content vocabulary for lesson Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations. **Sample Activities:** Use long and short vowels	Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching - Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. - Teacher will use content area studies as the context for language learning. - Teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets. - Teachers must know the ELP for each of their students in order to appropriately provide differentiation within the content of ELA.

Write an opinion piece

Pre-teach vocabulary in context

Refine a research question

Generate a research plan

Draw/show pictures of different people
and engage in discussions of how they are similar
and/or different

Listen and demonstrate comprehension of stories
read aloud

Retell a story (beginning, middle end) after
listening to/or reading a story

Use a Venn diagram to compare and contrast
people.

Compare and contrast different characters from
different stories.

Identify the letters of the alphabet and
differentiate between vowels and consonants.

Develop foundational literacy skills.

Scaffolds Per Proficiency Levels and Domain				
Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
Model one step-directions for students to follow

Provide visual/graphic displays for students to match to social language

Use realia that match vocabulary or oral statements | Use manipulative visuals for students to manipulate in order to demonstrate sequence of story

Use TPR

Model matching or classifying oral descriptions to real-life experiences or | Use graphics/realia to model following multi-step oral directions

Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals

Provide wait time | Use Venn Diagram to compare and contrast information heard

Jigsaw discussions | Confirm students' prior knowledge of content topics |

Use L1 words/cognates when possible Allow students to listen to recorded audio as needed	visually-represented information. Restate/rephrase and use similar sentence structures in oral routines	Use anticipation guides such as asking questions/discussing theme		

Domain: Speaking				
ELP1	**ELP2**	**ELP3**	**ELP4**	**ELP5**
Allow students to speak with peers in L1 if possible Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know Ask simple yes/no questions Ask simple wh-questions about the text Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Use L1, pictures, gestures, or single words and patterned responses Use simple sentence frames Think-Pair-Share discussions Model responses of higher-order thinking using sentence frames: "I think _____ because _____" Allow Small group activities following teacher modeling	Provide Graphic Organizer for oral retell Prompt student to dialogue/collaboration Think-Pair-Share Scaffold responses to higher order thinking by using sentence frames that are a bit more complex "In my opinion____"	Model/Expect full sentence response Expect full answers to higher order thinking questions Encourage students to orally present/describe drawings to classmates	Model dialogue expected in discussion of ideas.

Domain: Reading				
ELP1	**ELP2**	**ELP3**	**ELP4**	**ELP5**
Preview story in L1 if possible Preview story with picture walk Use picture cards	Preview text using KWL chart Modify length of reading passages Pre-teach vocabulary in	Use word wall with vocabulary relevant to lesson using pictures Offer text at student's proficiency level.	Model developing a story map. Ask inference/predictions questions	Provide Graphic Organizer for development of text summary

Identify cognates and pre-teach vocabulary connecting to L1 when possible Use Teacher Read-Aloud with gestures Engage students in choral reading Student will retell sequence of events of story heard using pictures/visual tools for students to manipulate	text using pictures and cognates (if available) Student will retell sequence of events of text read using pictures/visual tools for students to manipulate	Ask text-dependent questions		

Domain: Writing				
ELP1	**ELP2**	**ELP3**	**ELP4**	**ELP5**
Create vocabulary notebook with images and L1 translation Allow student to write words in L1 Allow students to draw pictures Provide sentence frames with word bank and images. "My friend can _____." Label pictures with words from word bank.	Use PWI model Model using Graphic Organizer to write down ideas Prompt students to engage in sharing of ideas. Use storyboard where students draw and write simple sentences Provide sentence frames: "I like to _____".	Use Graphic Organizers Model writing full sentences Provide sentence stems: "When I go outside I_____." Use storyboard – using pictures and full sentences.	Prompt students to independent writing Encourage use of target vocabulary Encourage use grammar and punctuation.	Independent use of target vocabulary

What will Students know?
• Discuss and develop a written plan for an invention. LANGUAGE • Build and test a model of the invention and record how it works.

	Communicate observations and make inferences based on observations. LANGUAGE

What will Students be able to do with the language?

Students will be able to
- Communicate for social and instructional purposes within the school setting.
- Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- Use prior knowledge to understand meanings of academic and unit vocabulary for Good Citizens.

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 4 Tasks and their relation to the **New Jersey Student Learning Standards for Language Arts**	
Related NJSLS	Part 1 Craft and Structure
RL.3.1	Ask and answer questions 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, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	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.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
Related NJSLS	Part 2: Integration of Knowledge and Ideas

RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL. 3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RL.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
Related NJSLS	Part 3 Foundational Skills
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3b	Decode words with common Latin suffixes.
RF.3.3d	Read grade appropriate irregularly spelled words.
RF 3.4	Read with sufficient accuracy and fluency to support comprehension.
RF 3.4a	Read on level text with purpose and understanding.
RF 3.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF 3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Related NJSLS	Part 4 Writing
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1b	Provide reasons that support the opinion.
W.3.1c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.1d	Provide a concluding statement or section.

W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension
W.3.1b	Provide reasons that support the opinion.
W.3.1c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Resources and Materials

Suggested Materials/Resources/Websites:

- Journeys Paired Selections
  o *Mr. Tanen's Tile Trouble*
  o *Luke Goes to Bat*
  o *The Signmaker's Assistant*
  o *The Heart of a Here*
- Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
- Journeys Write-In Readers
- Starfall.com
- Raz-kids for ELLs
- Epic!
- Seesaw
- Flipgrid
- ReadWorks
- Uniteforliteracy.org
- Storylineonline.net
- Brainpop
- Scholastics
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA Standards (2020)	https://wida.wisc.edu/teach/standards/eld

New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	ELLs in Elementary School
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers
Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin-Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf
Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
CommonLit	CommonLit Resource Library
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Scholastic	Unlocking Language for ELLs
Florida Center for Reading Research	www.fcrr.org
Read Write Think	www.readwritethink.org
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

Related NJSLS	College and Career Ready Practices
	Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	C Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related NJSLS	Civic Financial Responsibility
	Performance Expectations
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Related NJSLS	Career Awareness and Planning
	Performance Expectations
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

Related NJSLS	Creativity and Innovation
	Performance Expectations
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process.

Related NJSLS	**Critical Thinking and Problem-solving** Performance Expectations
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
Related NJSLS	**Digital Citizenship** Performance Expectations
9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions.
9.4.5.DC.7	Explain how posting and commenting in social spaces can have positive or negative consequences.
9.4.5.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action.
Related NJSLS	**Global and Cultural Awareness** Performance Expectations
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
Related NJSLS	**Information and Media Literacy** Performance Expectations
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.3	Represent the same data in multiple visual formats in order to tell a story about the data.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

Related NJSLS	**Technology Literacy** Performance Expectations
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Social Studies Standards

Related NJSLS	**Civics, Government, and Human Rights: Civics and Political Institutions** Performance Expectations
6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
Related NJSLS	**Civics, Government, and Human Rights: Processes and Rules** Performance Expectations
6.1.5.CivicsPR.1:	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
Related NJSLS	**Civics, Government, and Human Rights: Human and Civil Rights** Performance Expectations
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
Related NJSLS	**Civics, Government, and Human Rights: Civic Mindedness** Performance Expectations
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
VPA.1.3.5.C	Theater

Comprehensive Health and Physical Education

Indicator Number	**Emotional Health** Indicator
2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Accommodations, Modifications, and Teacher Strategies

504 Plans	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to: • walk, breathe, eat, or sleep • communicate, see, hear, or speak • read, concentrate, think, or learn • stand, bend, lift, or work Examples of accommodations in 504 plans include: • preferential seating • extended time on tests and assignments • reduced homework or classwork • verbal, visual, or technology aids • modified textbooks or audio-video materials • behavior management support • adjusted class schedules or grading • verbal testing • excused lateness, absence, or missed classwork • pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy	• Allow for further independent research on topics of interest related to the unit of study • Advanced leveled readers and sources • Increase the level of complexity • Decrease scaffolding • Variety of finished products • Allow for greater independence • Learning stations, interest groups • Varied texts and supplementary materials • Use of technology • Flexibility in assignments • Varied questioning strategies • Encourage research • Strategy and flexible groups based on formative assessment or student choice • Acceleration within a unit of study • Exposure to more advanced or complex concepts, abstractions, and materials • Encourage students to move through content areas at their own pace • After mastery of a unit, provide students with more advanced learning activities,	• Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language.	• Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources • Guided notes with highlighted words and concepts • Use of Merriam-Webster's ELL dictionary • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products

	not more of the same activity • Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas	• Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate	• Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate

ELA/ESL Curriculum: Proficiency Level 1-5
Grade 3

Unit 5

Changes, Changes, Everywhere

The curriculum for Grades 3 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English.

Students will learn how people discover new things about themselves through experiences and relationships. In this unit, students will engage in speaking and listening activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers. Students will explore social relationships through being exposed to informational and fictional texts read aloud. These texts will help our multilingual learners build knowledge while developing phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension. Students will learn vocabulary that will help them explain feelings and emotions, while developing skills needed to appreciate the unique characteristics of those around us.

In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels develop content and academic language simultaneously.

The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
First Trimester 5-6 Weeks	Elementary School Grade 3 meets for ELA for a period of 80 minutes daily.	Levels 1 - 5

Stage 1: Identify Desired Results

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

	English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
Standard 5	**Language for Social Studies** English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.
Vocabulary Usage	ELP 1 - Most common vocabulary ELP 2 - High frequency vocabulary ELP 3 - General and some specific vocabulary ELP 4 - Specialized and some technical vocabulary ELP 5 - Specialized and technical vocabulary
Language Forms and Conventions	ELP 1- Memorized language ELP 2 - Language with errors where meaning is obscured. ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words ELP 2 - Phrases, short sentences ELP 3 - Series of related sentences ELP 4 - Moderate discourse ELP 5 - Complex discourse
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
How do animals care for their young? How do friends help each other? How is art connected to the past? Why are some stories told over and over again? How do plants grow and change?	• Interpret: Distinguish Among Different Words' Effects • Produce: Use Technology Where Appropriate • How English Works: Connect Ideas • Vocabulary Network • Interpret: Distinguish Among Words' Effects • Produce: Plan and Deliver Oral Presentations • How English Works: Condense Ideas • Vocabulary Network • Interpret: Describe Ideas and Text Elements • Produce: Paraphrase/Retell Texts • How English Works: Apply Understanding of Personal Pronouns • Vocabulary Network Answer Questions and Add Relevant Information • Interpret: Describe Ideas and Text Elements • Produce: Write Informational Texts Independently • How English Works: Recognize and use adjectives.

Stage 2: Evidence

Formative Assessments	**Summative Assessments**
▪ Anecdotal records ▪ Observations ▪ Oral retell ▪ Collaborative discussions ▪ Tests ▪ Quizzes ▪ Exit tickets ▪ Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric ▪ Sorting/matching activities ▪ Class polls/hand signals ▪ Performance tasks (borrowed from unit skills & vocabulary) ▪ Listening comprehension tasks ▪ Online mini assessments: Kahoot, Nearpod, Seesaw, etc.	▪ Journey's Unit Assessments ▪ Teacher created Assessments ▪ Benchmark Assessments – WIDA MODEL and/or ACCESS ▪ Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the ELP level for each individual child across the interpretive, interpersonal modes of communication.

Unit Projects / Assessments:

At the end of this unit students will be able to investigate nature through systematic observation, and reach conclusions. Students will attempt to answer the question How do you know? with reference to scientific knowledge. Students will distinguish between what they know by seeing (observation) and what they know by thinking (ideas and inferences) and share those differences with classmates.

- Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.

- Appropriate use of drawing, dictating, and/or writing to narrate a single event.
- Effective use of sequence words (e.g., *first, next, then, last*) to provide information in the Community Guide.
- Use of vocabulary learned in Unit 5.
- Appropriate use of *wh-* questions (*who, what, when, where, why*), pronouns, and simple present and past forms of common verbs (*to feel, to be*) to ask and answer questions.
- Effective use of the conjunction *because* to elaborate on ideas.

Note: Stage 3: Learning Plan

How will the learning unfold over the course of the unit?

The thematic units of the Grade 3 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Grade 3 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodologies

Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.
 	
   ▪ Linguistic Activities
   ▪ Logical-mathematical
   ▪ Spatial Bodily-Kinesthetic
   ▪ Interpretive, interpersonal and presentational
   ▪ Reading, listening, viewing
   ▪ Singing, drawing, dancing
   ▪ Build background knowledge
   ▪ Establish rules and model procedures for classroom discussions
   ▪ Pre-teach academic and content vocabulary for lesson
 	
Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.
 	
Sample Activities:
 	
Use long and short vowels
 	
Informative Writing
 	
Regular and Irregular Verbs
 	
Pre-teach vocabulary in context
 	
Refine a research question
 	
Generate a research plan
	Sheltered Instruction Strategies
	Comprehension Based Communicative Language Teaching
	
	   ▪ Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language.
	   ▪ Teacher will use content area studies as the context for language learning.
	   ▪ Teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.
	   ▪ Teachers must know the ELP for each of their students in order to appropriately provide differentiation within the content of ELA.

Draw/show pictures of main idea and details

Listen and demonstrate comprehension of stories read aloud

Retell a story (beginning, middle end) after listening to/or reading a story

Use a Venn diagram to compare and contrast people.

Identify the letters of the alphabet and differentiate between vowels and consonants.

Develop foundational literacy skills.

Scaffolds Per Proficiency Levels and Domain				
Domain: Listening				
ELP1	**ELP2**	**ELP3**	**ELP4**	**ELP5**
Model one step-directions for students to follow Provide visual/graphic displays for students to match to social language Use realia that match vocabulary or oral statements Use L1 words/cognates when possible Allow students to listen to recorded audio as needed	Use manipulative visuals for students to manipulate in order to demonstrate sequence of story Use TPR Model matching or classifying oral descriptions to real-life experiences or visually-represented information. Restate/rephrase and use similar sentence structures in oral routines	Use graphics/realia to model following multi-step oral directions Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals Provide wait time Use anticipation guides such as asking questions/discussing theme	Use Venn Diagram to compare and contrast information heard Jigsaw discussions	Confirm students' prior knowledge of content topics
Domain: Speaking				
ELP1	**ELP2**	**ELP3**	**ELP4**	**ELP5**
Allow students to speak with peers in L1 if possible	Use L1, pictures, gestures, or single words and	Provide Graphic Organizer for oral retell	Model/Expect full sentence response	Model dialogue expected in

Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know Ask simple yes/no questions Ask simple wh-questions about the text Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	patterned responses Use simple sentence frames Think-Pair-Share discussions Model responses of higher-order thinking using sentence frames: "I think _____ because _____" Allow Small group activities following teacher modeling	Prompt student to dialogue/collaboration Think-Pair-Share Scaffold responses to higher order thinking by using sentence frames that are a bit more complex "In my opinion_____"	Expect full answers to higher order thinking questions Encourage students to orally present/describe drawings to classmates	discussion of ideas.

Domain: Reading				
ELP1	**ELP2**	**ELP3**	**ELP4**	**ELP5**
Preview story in L1 if possible Preview story with picture walk Use picture cards Identify cognates and pre-teach vocabulary connecting to L1 when possible Use Teacher Read-Aloud with gestures Engage students in choral reading Student will retell sequence of events of story	Preview text using KWL chart Modify length of reading passages Pre-teach vocabulary in text using pictures and cognates (if available) Student will retell sequence of events of text read using pictures/visual tools for students to manipulate	Use word wall with vocabulary relevant to lesson using pictures Offer text at student's proficiency level. Ask text-dependent questions	Model developing a story map. Ask inference/predictions questions	Provide Graphic Organizer for development of text summary

heard using pictures/visual tools for students to manipulate				

Domain: Writing				
ELP1	**ELP2**	**ELP3**	**ELP4**	**ELP5**
Create vocabulary notebook with images and L1 translation Allow student to write words in L1 Allow students to draw pictures Provide sentence frames with word bank and images. "My friend can ____." Label pictures with words from word bank.	Use PWI model Model using Graphic Organizer to write down ideas Prompt students to engage in sharing of ideas. Use storyboard where students draw and write simple sentences Provide sentence frames: "I like to _____".	Use Graphic Organizers Model writing full sentences Provide sentence stems: "When I go outside I____." Use storyboard – using pictures and full sentences.	Prompt students to independent writing Encourage use of target vocabulary Encourage use grammar and punctuation.	Independent use of target vocabulary

What will Students know?
• Discuss and develop a written plan for an invention. LANGUAGE • Build and test a model of the invention and record how it works. • Communicate observations and make inferences based on observations. LANGUAGE

What will Students be able to do with the language?

Students will be able to
- Communicate for social and instructional purposes within the school setting.
- Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- Use prior knowledge to understand meanings of academic and unit vocabulary for Good Citizens.

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 5 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts	
Related NJSLS	Part 1 Craft and Structure
RL.3.1	Ask and answer questions 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, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	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.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
Related NJSLS	Part 2: Integration of Knowledge and Ideas
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL. 3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RL.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
Related NJSLS	Part 3 Foundational Skills

RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3b	Decode words with common Latin suffixes.
RF.3.3d	Read grade appropriate irregularly spelled words.
RF 3.4	Read with sufficient accuracy and fluency to support comprehension.
RF 3.4a	Read on level text with purpose and understanding.
RF 3.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF 3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Related NJSLS	Part 4 Writing
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1b	Provide reasons that support the opinion.
W.3.1c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.1d	Provide a concluding statement or section.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension
W.3.1b	Provide reasons that support the opinion.
W.3.1c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Resources and Materials

Suggested Materials/Resources/Websites:

- Journeys Paired Selections
  o *Emperor Penguins*
  o *How to Make a Kite*
  o *Basket Weaving*
  o *The Lion and The Mouse*
  o *Super Soil*
- Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
- Journeys Write-In Readers
- Starfall.com
- Raz-kids for ELLs
- Epic!
- Seesaw
- Flipgrid
- ReadWorks
- Uniteforliteracy.org
- Storylineonline.net
- Brainpop
- Scholastics
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA Standards (2020)	https://wida.wisc.edu/teach/standards/eld
New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	ELLs in Elementary School
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers
Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin-Madison Libraries	ESL/ELL Education : Interactive Websites for Learning

Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf
Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
CommonLit	CommonLit Resource Library
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Scholastic	Unlocking Language for ELLs
Florida Center for Reading Research	www.fcrr.org
Read Write Think	www.readwritethink.org
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

Related NJSLS	College and Career Ready Practices Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	C Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.

CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related NJSLS	**Civic Financial Responsibility** Performance Expectations
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Related NJSLS	**Career Awareness and Planning** Performance Expectations
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
Related NJSLS	**Creativity and Innovation** Performance Expectations
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process.
Related NJSLS	**Critical Thinking and Problem-solving** Performance Expectations
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
Related NJSLS	**Digital Citizenship** Performance Expectations
9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions.
9.4.5.DC.7	Explain how posting and commenting in social spaces can have positive or negative consequences.
9.4.5.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action.
Related NJSLS	**Global and Cultural Awareness** Performance Expectations
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
Related NJSLS	**Information and Media Literacy** Performance Expectations
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.3	Represent the same data in multiple visual formats in order to tell a story about the data.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social.
Related NJSLS	**Technology Literacy** Performance Expectations
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Social Studies Standards

Related NJSLS	**Civics, Government, and Human Rights: Civics and Political Institutions** Performance Expectations
6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
Related NJSLS	**Civics, Government, and Human Rights: Processes and Rules**

	Performance Expectations
6.1.5.CivicsPR.1:	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
Related NJSLS	**Civics, Government, and Human Rights: Human and Civil Rights** Performance Expectations
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
Related NJSLS	**Civics, Government, and Human Rights: Civic Mindedness** Performance Expectations
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
VPA.1.3.5.C	Theater

Comprehensive Health and Physical Education

Indicator Number	**Emotional Health** Indicator
2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Accommodations, Modifications, and Teacher Strategies

504 Plans	**Gifted and Talent Accommodations and Modifications**	**Special Education and At-Risk Accommodations and Modifications**	**English Language Learners Accommodations and Modifications**
Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:	• Allow for further independent research on topics of interest related to the unit of study	• Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources	• Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources

• walk, breathe, eat, or sleep • communicate, see, hear, or speak • read, concentrate, think, or learn • stand, bend, lift, or work Examples of accommodations in 504 plans include: • preferential seating • extended time on tests and assignments • reduced homework or classwork • verbal, visual, or technology aids • modified textbooks or audio-video materials • behavior management support • adjusted class schedules or grading • verbal testing • excused lateness, absence, or missed classwork • pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy	• Advanced leveled readers and sources • Increase the level of complexity • Decrease scaffolding • Variety of finished products • Allow for greater independence • Learning stations, interest groups • Varied texts and supplementary materials • Use of technology • Flexibility in assignments • Varied questioning strategies • Encourage research • Strategy and flexible groups based on formative assessment or student choice • Acceleration within a unit of study • Exposure to more advanced or complex concepts, abstractions, and materials • Encourage students to move through content areas at their own pace • After mastery of a unit, provide students with more advanced learning activities, not more of the same activity • Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas	• Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate	• Guided notes with highlighted words and concepts • Use of Merriam-Webster's ELL dictionary • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment

			• Differentiated checklists and rubrics, if available and appropriate

ELA/ESL Curriculum: Proficiency Level 1-5
Grade 3

Unit 6

What a Surprise!

The curriculum for Grades 3 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English.

Students will learn how people discover new things about themselves through experiences and relationships. In this unit, students will engage in speaking and listening activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers. Students will explore social relationships through being exposed to informational and fictional texts read aloud. These texts will help our multilingual learners build knowledge while developing phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension. Students will learn vocabulary that will help them explain feelings and emotions, while developing skills needed to appreciate the unique characteristics of those around us.

In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels develop content and academic language simultaneously.

The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
First Trimester 5-6 Weeks	Elementary School Grade 3 meets for ELA for a period of 80 minutes daily.	Levels 1 - 5
Stage 1: Identify Desired Results		
WIDA Standards		
Standard 1	**Language for Social and Instructional Purposes** English language learners communicate for social and instructional purposes within the school setting.	
Standard 2	**Language for Language Arts** English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.	
Standard 3	**Language for Mathematics** English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.	
Standard 4	**Language for Science**	

	English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
Standard 5	**Language for Social Studies** English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.
Vocabulary Usage	ELP 1 - Most common vocabulary ELP 2 - High frequency vocabulary ELP 3 - General and some specific vocabulary ELP 4 - Specialized and some technical vocabulary ELP 5 - Specialized and technical vocabulary
Language Forms and Conventions	ELP 1- Memorized language ELP 2 - Language with errors where meaning is obscured. ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words ELP 2 - Phrases, short sentences ELP 3 - Series of related sentences ELP 4 - Moderate discourse ELP 5 - Complex discourse
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
How do animals change as they grow? How can you learn about animals that lived long ago? What can you learn from reading a fairy tale? What good things happen when people work together? Why might a person from long ago still be important today?	• Interpret: Distinguish Among Different Words' Effects • Produce: Use Technology Where Appropriate • How English Works: Connect Ideas • Vocabulary Network • Interpret: Distinguish Among Words' Effects • Produce: Plan and Deliver Oral Presentations • How English Works: Condense Ideas • Vocabulary Network • Interpret: Describe Ideas and Text Elements • Produce: Paraphrase/Retell Texts • How English Works: Apply Understanding of Personal Pronouns • Vocabulary Network Answer Questions and Add Relevant Information • Interpret: Describe Ideas and Text Elements • Produce: Write Informational Texts Independently • How English Works: Recognize and use adjectives.

Stage 2: Evidence

Formative Assessments	**Summative Assessments**
- Anecdotal records - Observations - Oral retell - Collaborative discussions - Tests - Quizzes - Exit tickets - Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric - Sorting/matching activities - Class polls/hand signals - Performance tasks (borrowed from unit skills & vocabulary) - Listening comprehension tasks - Online mini assessments: Kahoot, Nearpod, Seesaw, etc.	- Journey's Unit Assessments - Teacher created Assessments - Benchmark Assessments – WIDA MODEL and/or ACCESS - Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the ELP level for each individual child across the interpretive, interpersonal modes of communication.

Unit Projects / Assessments:

At the end of this unit students will be able to:
- Make predictions and generate explanations through observation and research
- Ask and answer questions such as "How do you know?"
- Distinguish between what is known through observation and what is known through ideas.

- ✓ Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.

- ✓ Appropriate use of drawing, dictating, and/or writing to narrate a single event.

- ✓ Effective use of sequence words (e.g., *first, next, then, last*) to provide information in the Community Guide.

- ✓ Use of vocabulary learned in Unit 6.

- ✓ Appropriate use of *wh-* questions (*who, what, when, where, why*), pronouns, and simple present and past forms of common verbs (*to feel, to be*) to ask and answer questions.

- ✓ Effective use of the conjunction *because* to elaborate on ideas.

Note: Stage 3: Learning Plan
How will the learning unfold over the course of the unit? The thematic units of the Grade 3 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Grade 3 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodologies
Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.	Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching
- Linguistic Activities - Logical-mathematical - Spatial Bodily-Kinesthetic - Interpretive, interpersonal and presentational - Reading, listening, viewing - Singing, drawing, dancing - Build background knowledge - Establish rules and model procedures for classroom discussions - Pre-teach academic and content vocabulary for lesson	- Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. - Teacher will use content area studies as the context for language learning. - Teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets. - Teachers must know the ELP for each of their students in order to appropriately provide differentiation within the content of ELA.
Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations. **Sample Activities:**	

Use long and short vowels

Opinion Writing

Adverbs

Pre-teach vocabulary in context

Refine a research question

Generate a research plan

Draw/show pictures of main idea and details

Listen and demonstrate comprehension of stories read aloud

Retell a story (beginning, middle end) after listening to/or reading a story

Use a Venn diagram to compare and contrast people.

Identify the letters of the alphabet and differentiate between vowels and consonants.

Develop foundational literacy skills.

Scaffolds Per Proficiency Levels and Domain				
Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
Model one step-directions for students to follow Provide visual/graphic displays for students to match to social language Use realia that match vocabulary or oral statements	Use manipulative visuals for students to manipulate in order to demonstrate sequence of story Use TPR Model matching or classifying oral descriptions to real-life experiences or	Use graphics/realia to model following multi-step oral directions Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals Provide wait time Use anticipation guides such as asking	Use Venn Diagram to compare and contrast information heard Jigsaw discussions	Confirm students' prior knowledge of content topics

Use L1 words/cognates when possible Allow students to listen to recorded audio as needed	visually-represented information. Restate/rephrase and use similar sentence structures in oral routines	questions/discussing theme		

Domain: Speaking				
ELP1	ELP2	ELP3	ELP4	ELP5
Allow students to speak with peers in L1 if possible Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know Ask simple yes/no questions Ask simple wh-questions about the text Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Use L1, pictures, gestures, or single words and patterned responses Use simple sentence frames Think-Pair-Share discussions Model responses of higher-order thinking using sentence frames: "I think _____ because _____" Allow Small group activities following teacher modeling	Provide Graphic Organizer for oral retell Prompt student to dialogue/collaboration Think-Pair-Share Scaffold responses to higher order thinking by using sentence frames that are a bit more complex "In my opinion____"	Model/Expect full sentence response Expect full answers to higher order thinking questions Encourage students to orally present/describe drawings to classmates	Model dialogue expected in discussion of ideas.

Domain: Reading				
ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1 if possible Preview story with picture walk Use picture cards	Preview text using KWL chart Modify length of reading passages Pre-teach vocabulary in	Use word wall with vocabulary relevant to lesson using pictures Offer text at student's proficiency level.	Model developing a story map. Ask inference/predictions questions	Provide Graphic Organizer for development of text summary

Identify cognates and pre-teach vocabulary connecting to L1 when possible Use Teacher Read-Aloud with gestures Engage students in choral reading Student will retell sequence of events of story heard using pictures/visual tools for students to manipulate	text using pictures and cognates (if available) Student will retell sequence of events of text read using pictures/visual tools for students to manipulate	Ask text-dependent questions		

Domain: Writing				
ELP1	**ELP2**	**ELP3**	**ELP4**	**ELP5**
Create vocabulary notebook with images and L1 translation Allow student to write words in L1 Allow students to draw pictures Provide sentence frames with word bank and images. "My friend can ____." Label pictures with words from word bank.	Use PWI model Model using Graphic Organizer to write down ideas Prompt students to engage in sharing of ideas. Use storyboard where students draw and write simple sentences Provide sentence frames: "I like to _____".	Use Graphic Organizers Model writing full sentences Provide sentence stems: "When I go outside I____." Use storyboard – using pictures and full sentences.	Prompt students to independent writing Encourage use of target vocabulary Encourage use grammar and punctuation.	Independent use of target vocabulary

What will Students know?
• Discuss and develop a written plan for an invention. LANGUAGE • Build and test a model of the invention and record how it works.

- Communicate observations and make inferences based on observations. LANGUAGE

What will Students be able to do with the language?

Students will be able to
- Communicate for social and instructional purposes within the school setting.
- Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- Use prior knowledge to understand meanings of academic and unit vocabulary for Good Citizens.

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 6 Tasks and their relation to the **New Jersey Student Learning Standards for Language Arts**	
Related NJSLS	Part 1 Craft and Structure
RL.3.1	Ask and answer questions 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, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	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.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
Related NJSLS	Part 2: Integration of Knowledge and Ideas

RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL. 3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RL.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
Related NJSLS	Part 3 Foundational Skills
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3b	Decode words with common Latin suffixes.
RF.3.3d	Read grade appropriate irregularly spelled words.
RF 3.4	Read with sufficient accuracy and fluency to support comprehension.
RF 3.4a	Read on level text with purpose and understanding.
RF 3.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF 3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Related NJSLS	Part 4 Writing
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1b	Provide reasons that support the opinion.
W.3.1c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.1d	Provide a concluding statement or section.

W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension
W.3.1b	Provide reasons that support the opinion.
W.3.1c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Resources and Materials

Suggested Materials/Resources/Websites:

- Journeys Paired Selections
  - *The Mysterious Tadpole*
  - *The Dog That Dug for Dinosaurs*
  - *Yeh-Shen*
  - *Two of Everything*
  - *Now & Ben*
- Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
- Journeys Write-In Readers
- Starfall.com
- Raz-kids for ELLs
- Epic!
- Seesaw
- Flipgrid
- ReadWorks
- Uniteforliteracy.org
- Storylineonline.net
- Brainpop
- Scholastics
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA Standards (2020)	https://wida.wisc.edu/teach/standards/eld
New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	ELLs in Elementary School
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers
Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin-Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf
Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
CommonLit	CommonLit Resource Library
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Scholastic	Unlocking Language for ELLs
Florida Center for Reading Research	www.fcrr.org
Read Write Think	www.readwritethink.org
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/

Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

Related NJSLS	College and Career Ready Practices Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	C Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related NJSLS	Civic Financial Responsibility Performance Expectations
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Related NJSLS	Career Awareness and Planning Performance Expectations
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
Related NJSLS	Creativity and Innovation Performance Expectations
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process.
Related NJSLS	**Critical Thinking and Problem-solving** Performance Expectations
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
Related NJSLS	**Digital Citizenship** Performance Expectations
9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions.
9.4.5.DC.7	Explain how posting and commenting in social spaces can have positive or negative consequences.
9.4.5.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action.
Related NJSLS	**Global and Cultural Awareness** Performance Expectations
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
Related NJSLS	**Information and Media Literacy** Performance Expectations
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.3	Represent the same data in multiple visual formats in order to tell a story about the data.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social.
Related NJSLS	**Technology Literacy** Performance Expectations
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Social Studies Standards

Related NJSLS	**Civics, Government, and Human Rights: Civics and Political Institutions** Performance Expectations
6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
Related NJSLS	**Civics, Government, and Human Rights: Processes and Rules** Performance Expectations
6.1.5.CivicsPR.1:	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
Related NJSLS	**Civics, Government, and Human Rights: Human and Civil Rights** Performance Expectations
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
Related NJSLS	**Civics, Government, and Human Rights: Civic Mindedness** Performance Expectations
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
VPA.1.3.5.C	Theater

Comprehensive Health and Physical Education

Indicator Number	**Emotional Health** Indicator

2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Accommodations, Modifications, and Teacher Strategies

504 Plans	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to: - walk, breathe, eat, or sleep - communicate, see, hear, or speak - read, concentrate, think, or learn - stand, bend, lift, or work Examples of accommodations in 504 plans include: - preferential seating - extended time on tests and assignments - reduced homework or classwork - verbal, visual, or technology aids - modified textbooks or audio-video materials - behavior management support - adjusted class schedules or grading - verbal testing - excused lateness, absence, or missed classwork - pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy	- Allow for further independent research on topics of interest related to the unit of study - Advanced leveled readers and sources - Increase the level of complexity - Decrease scaffolding - Variety of finished products - Allow for greater independence - Learning stations, interest groups - Varied texts and supplementary materials - Use of technology - Flexibility in assignments - Varied questioning strategies - Encourage research - Strategy and flexible groups based on formative assessment or student choice - Acceleration within a unit of study - Exposure to more advanced or complex concepts, abstractions, and materials - Encourage students to move through content areas at their own pace - After mastery of a unit, provide students with more advanced learning activities,	- Focus on concept not details - More visual prompts - Leveled readers and teacher annotated sources - Timelines and graphic organizers - Remove unnecessary material, words, etc., that can distract from the content - Use of off-grade level materials - Provide appropriate scaffolding - Limit the number of steps required for completion - Time allowed - Level of independence required - Tiered centers, assignments, lessons, or products - Provide appropriate leveled reading materials - Deliver the content in "chunks" - Varied texts and supplementary materials - Use technology, if available and appropriate - Varied homework and products - Varied questioning strategies - Provide background knowledge - Define key vocabulary, multiple-meaning words, and figurative language. - Use audio and visual supports, if available and appropriate	- Focus on concept not details - More visual prompts - Leveled readers and teacher annotated sources - Guided notes with highlighted words and concepts - Use of Merriam-Webster's ELL dictionary - Timelines and graphic organizers - Remove unnecessary material, words, etc., that can distract from the content - Use of off-grade level materials - Provide appropriate scaffolding - Limit the number of steps required for completion - Time allowed - Level of independence required - Tiered centers, assignments, lessons, or products - Provide appropriate leveled reading materials - Deliver the content in "chunks" - Varied texts and supplementary materials - Use technology, if available and appropriate - Varied homework and products

not more of the same activity • Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas	• Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate	• Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate