ESL (GRADE 4)
Curriculum Guide

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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:

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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 12th 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.

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ELA ESL Curriculum: Proficiency Levels 1-5
Grade 4

Unit 1
Life in a Community
The curriculum for Grade 4 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 U.S. 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 2 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 language do students need in order to demonstrate comprehension and engage in the topic of life in a community?	Students will explore what life in a community is like and develop skills and strategies across English modalities.
What strategies can I use to better understand unfamiliar language?	Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.
How can I make myself understood as a speaker?	Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.
What kind of community do I live in?	Understand that fiction stories have problems and solutions.
	Understand that fiction stories may also have a theme.

What are some challenges in a community? How can I make the world a better place for me and others?	Understand the different purposes for why authors write a story.

Stage 2: Evidence	
Formative Assessments	**Summative Assessments**
- Anecdotal records - Observations - Oral retells - 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 complete the suggested unit activity of compiling multimedia profiles. Using the appropriate scaffolds, each student will interview a community member and gather information and images to create a profile that tells the class about this person. Students will put all multimedia profiles together and create a class book of the articles written.

- 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 complete interview.
- Appropriate use of who, what, where, when, why, and how.
- Appropriate language to ask and answer questions.
- Effective use of the conjunction *because* to elaborate on ideas.
- Effective use of unit vocabulary.

Note: Stage 3: Learning Plan

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

The thematic units of the Grade 4 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 4 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:** Include SIOP strategies as needed. Display pictures of people who live in their community Talk about things that community members do Respond to greetings/ farewells, participate in TPR activities Pre-teach vocabulary in context Draw pictures of different community members and tell how they are similar and/or different	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.

Listen and demonstrate comprehension of stories read aloud
Retell a story orally (beginning, middle end) after listening to and/or reading a story
Use a graphic organizer to understand different structures within the text
Use a Venn diagram to compare and contrast people and/or events encountered in LAL as well as Social Studies
Use sentence frames to cite text evidence
Know basic spelling patterns of cvc, cvce, cvvc, and vccv.

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 patterned responses	Provide Graphic Organizer for oral retell	Model/Expect full sentence response	Model dialogue expected in discussion of ideas.

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 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	

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 pictures/visual tools for students to manipulate	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

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: "When I cry I feel _____".	Use Graphic Organizers Model writing full sentences Provide sentence stems: "My friend Paul is feeling ____ because he _____." Use storyboard – using pictures and full sentences.	Prompt students to independent writing Encourage use of target vocabulary Encourage use of proper sentence formation	Independent use of target vocabulary

What will Students know?
▪ how to make, confirm, and revise inferences and predictions ▪ how to describe a character in a story using details from the text ▪ how to determine theme analyzing story details ▪ how to use text evidence to identify author's purpose ▪ how to find hyperboles in a text and what they mean ▪ how to ask and answer questions ▪ how to recount stories and informational text ▪ how to determine cause and effect ▪ how to use context clues to determine meaning of domain-specific words

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.
- Communicate information, ideas, and concepts necessary for academic success in the content area of math.
- Use prior knowledge to understand meanings of academic and unit vocabulary for life in communities.

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

Unit 2 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts	
Related NJSLS	Part 1 - Speaking and Listening Comprehension and Collaboration Presentation of Knowledge and Ideas
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
LA.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LA.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.

LA.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
LA.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Related NJSLS	Part 2 College and Career Readiness Anchor Standards for Reading Key Idea and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity
Reading Literature	
LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
LA.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
LA.RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

LA.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
LA.RL.4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
LA.RL.4.8	(Not applicable to literature)
LA.RL.4.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
Reading Informational	
LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LA.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LA.RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

LA.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LA.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
LA.RI.4.9	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Related NJSLS	Part 3 College and Career Readiness Anchor Standards for Writing Text Type and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Range of Writing Vocabulary Acquisition and Uses
LA.W.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.4.2.A	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
LA.W.4.2.B	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

LA.W.4.2.C	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
LA.W.4.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.4.2.E	Provide a conclusion related to the information or explanation presented.
LA.W.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.4.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.4.3.B	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
LA.W.4.3.C	Use a variety of transitional words and phrases to manage the sequence of events.
LA.W.4.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
LA.W.4.3.E	Provide a conclusion that follows from the narrated experiences or events.
LA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LA.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

LA.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LA.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
LA.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.4.9.A	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
LA.W.4.9.B	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
LA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Vocabulary Acquisition and Use	
LA.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
LA.L.4.4.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
LA.L.4.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
LA.L.4.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

LA.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.4.5.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
LA.4.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.4.5.C	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
LA.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

    o *Because of Winn Dixie / Because of BookEnds*

    o *My Brother Martin / Langston Hughes: A Poet and a Dreamer*

    o *My Librarian is a Camel / From Idea to Book*

    o *The Power of W.O.W.! / The Kid's Guide to Money*

    o *Stormalong / Hoderi the Fisherman*

- 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
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).

Indicator Number	**Math** Indicator
4.OA.A	Use the four operations with whole numbers to solve problems.

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	• 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	• 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

| | integrative content, rather than just single-subject areas | • 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 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 Levels 1-5
Grade 4

Unit 2
The Art of Communication
The curriculum for Grade 4 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 4 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 language do students need in order to demonstrate comprehension and engage in the topic of communication?	Students will explore the different ways of communicating and develop skills and strategies across English modalities.
What strategies can I use to better understand unfamiliar language?	Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.
How can I make myself understood as a speaker?	Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.
What are the different ways of communication?	Communication has many different forms and is used for specific purposes.
What are ways I can communicate?	Authors write for different reasons.

How has communication evolved and impacted life?	The structure of poems, drama, and prose are important in understanding a central message.

Stage 2: Evidence	
Formative Assessments	**Summative Assessments**
- Anecdotal records - Observations - Oral retells - 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 complete the suggested unit activity of Self-expression. Using the appropriate scaffolds, students will brainstorm ways of expressing one-self. They will then choose a topic of interest to them and express it in their own way through writing of a specific genre.

- 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 or inform.
- Effective use of sequencing words.
- Appropriate use of who, what, where, when, why, and how.
- Appropriate language to ask and answer questions.
- Effective use of the conjunction *because* to elaborate on ideas.
- Effective use of unit vocabulary.

Note: Stage 3: Learning Plan
How will the learning unfold over the course of the unit?

The thematic units of the Grade 4 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 4 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:** Include SIOP strategies as needed. Display a list of different forms of communication Talk about how students communicate vs. how their parents or grandparents communicate Respond to greetings/ farewells, participate in TPR activities Pre-teach vocabulary in context Listen and demonstrate comprehension of stories read aloud Retell a story orally and using a graphic organizer after listening to and or reading a story	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.

Summarize a selection using a graphic organizer Use sentence frames to cite text evidence Know basic spelling patterns of cvc, cvce, cvvc, and vccv		

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 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	Use L1, pictures, gestures, or single words and patterned responses Use simple sentence frames Think-Pair-Share discussions	Provide Graphic Organizer for oral retell Prompt student to dialogue/collaboration Think-Pair-Share	Model/Expect full sentence response Expect full answers to higher order thinking questions Encourage students to orally present/describe	Model dialogue expected in discussion of ideas.

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	Model responses of higher-order thinking using sentence frames: "I think _____ because _____" Allow Small group activities following teacher modeling	Scaffold responses to higher order thinking by using sentence frames that are a bit more complex "In my opinion_____"	drawings to classmates	
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 Students will retell sequence of events of story heard using pictures/visual tools for students to manipulate	Preview text using KWL chart Modify length of reading passages Pre-teach vocabulary in text using pictures and cognates (if available) Students 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 Prediction Questions	Provide Graphic Organizer for development of text summary
Domain: Writing				
ELP1	**ELP2**	**ELP3**	**ELP4**	**ELP5**

Create vocabulary notebook with images and L1 translation

Allow students 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: "When I cry, I feel _____". | Use Graphic Organizers

Model writing full sentences

Provide sentence stems: "My friend Paul is feeling ____ because he _____."

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

Encourage use of target vocabulary

Encourage use of proper sentence formation | Independent use of target vocabulary |

What will Students know?
▪ how to understand characters using text details
▪ stories are told from different points of view
▪ theme is the main message the author wants readers to understand
▪ authors write for different reasons
▪ how to determine a simile from a metaphor

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 science.
▪ 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 the art of communication.

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks: |
| **Unit 2 Tasks and their relation to the**
New Jersey Student Learning Standards for Language Arts |

Related NJSLS	Part 1 - Speaking and Listening Comprehension and Collaboration Presentation of Knowledge and Ideas
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
LA.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LA.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
LA.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
LA.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is

	appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Related NJSLS	Part 2 College and Career Readiness Anchor Standards for Reading Key Idea and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity
Reading Literature	
LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
LA.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
LA.RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
LA.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
LA.RL.4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
LA.RL.4.8	(Not applicable to literature)
LA.RL.4.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge genre

	(e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
Reading Informational	
LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LA.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LA.RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
LA.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LA.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
LA.RI.4.9	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

LA.RI.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Related NJSLS	Part 3 College and Career Readiness Anchor Standards for Writing Text Type and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Range of Writing Vocabulary Acquisition and Uses
LA.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.4.2.A	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
LA.W.4.2.B	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
LA.W.4.2.C	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
LA.W.4.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.4.2.E	Provide a conclusion related to the information or explanation presented.
LA.W.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.4.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.4.3.B	Use dialogue and description to develop experiences and events or show the responses of characters to situations.

LA.W.4.3.C	Use a variety of transitional words and phrases to manage the sequence of events.
LA.W.4.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
LA.W.4.3.E	Provide a conclusion that follows from the narrated experiences or events.
LA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LA.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
LA.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LA.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
LA.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.4.9.A	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
LA.W.4.9.B	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
LA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and

	shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Vocabulary Acquisition and Use	
LA.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
LA.L.4.4.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
LA.L.4.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
LA.L.4.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.4.5.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
LA.4.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.4.5.C	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
LA.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

    o *Invasion from Mars / The History of Radio*

    o *Coming Distractions / How They Do That?*

    o *Me and Uncle Romie / Sidewalk Artists*

    o *Dear Mr. Winston / Field Guide to Snakes of the Southwest*

    o *José! / Born to Dance / Dance to the Beat*

- 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).

Science

Indicator Number	Science Indicator
MS-LS1.A	From Molecules to Organisms: Structures and Processes Structure and Function

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	• 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	• 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	• 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

occupational or physical therapy	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	• 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	• 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 Levels 1-5
Grade 4

Unit 3
Science and Nature
The curriculum for Grade 4 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
Second Trimester 5-6 Weeks	Elementary School Grade 4 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 language do students need in order to demonstrate comprehension and engage in the topic of science and nature? How does weather affect the world? Why do I need to know science? What are living things? How are living things connected?	Students will explore the different ways of communicating and develop skills and strategies across English modalities. Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying. Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me. Authors write for different reasons. My opinion can be used to write a persuasive letter.

What strategies can I use to better understand unfamiliar language? How can I make myself understood as a speaker?	Informational text helps me learn about the world and what is happening. Working in different ways will help me achieve

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 complete the suggested unit activity of weather observation. In this activity students will observe weather and record data, research weather statistics, compare their data with seasonal averages, and write a report of their findings. Using the appropriate scaffolds for the different levels of students in your class

- 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.
- Appropriate use of who, what, where, when, why, and how.
- Appropriate language to ask and answer questions.
- Effective use of the conjunction *because* to elaborate on ideas.
- Effective use of unit vocabulary.

Note: Stage 3: Learning Plan
How will the learning unfold over the course of the unit? The thematic units of the Grade 4 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 4 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:** Include SIOP strategies Research visuals of different weather phenomena Research visuals of different weather instruments Participate in TPR activities Pre-teach vocabulary in context Listen and demonstrate comprehension of stories read aloud Retell a story orally (beginning, middle end) after listening to and/or reading a story	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.

Use a graphic organizer to summarize a selection	
Use a Venn diagram to compare and contrast weather phenomena	
Use graphic organizers to pinpoint author's purpose and support it with text evidence	
Use a graphic organizer to find a text's features	
Use sentence frames to cite text evidence	
Know basic spelling patterns of cvc, cvce, cvvc, and vccv	
Know compound words	
Know words ending in –s, -es, -ed or -ing	

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	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

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: "When I cry, I feel _____".	Use Graphic Organizers Model writing full sentences Provide sentence stems: "My friend Paul is feeling ____ because he _____." Use storyboard – using pictures and full sentences.	Prompt students to independent writing Encourage use of target vocabulary Encourage use of proper sentence formation	Independent use of target vocabulary

What will Students know?
▪ how scientific ideas are explained in informational texts ▪ how text and graphic features help understand an informational text ▪ how to understand character traits by using specific text details ▪ how to find signal words in informational text in order to understand sequence ▪ authors write for different reasons and therefore use domain specific words ▪ how to summarize narrative nonfiction texts

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 math.
- Communicate information, ideas, and concepts necessary for academic success in the content area of science.
- Use prior knowledge to understand meanings of academic and unit vocabulary for the art of communication.

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

Unit 2 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts	
Related NJSLS	Part 1 - Speaking and Listening Comprehension and Collaboration Presentation of Knowledge and Ideas
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
LA.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LA.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.

LA.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
LA.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Related NJSLS	Part 2 College and Career Readiness Anchor Standards for Reading Key Idea and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity
Reading Literature	
LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
LA.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
LA.RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

LA.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
LA.RL.4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
LA.RL.4.8	(Not applicable to literature)
LA.RL.4.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
Reading Informational	
LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LA.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LA.RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
LA.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines,

	animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LA.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
LA.RI.4.9	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Related NJSLS	Part 3 College and Career Readiness Anchor Standards for Writing Text Type and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Range of Writing Vocabulary Acquisition and Uses
LA.W.4.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LA.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as

	to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
LA.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LA.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
LA.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Vocabulary Acquisition and Use	
LA.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
LA.L.4.4.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
LA.L.4.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
LA.L.4.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.4.5.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

LA.4.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.4.5.C	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
LA.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

    o *Hurricanes: Earth's Mightiest Storms / Recovering from Katrina*

    o *The Earth Dragon Awakes / Twisters*

    o *Antarctic Journal / Cold, Cold Science*

    o *The Life and Times of the Ant / The Dove and the Ant*

    o *Ecology for Kids / Wonderful Weather*

- 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).

Science

Indicator Number	**Science** Indicator
MS-LS1.A	From Molecules to Organisms: Structures and Processes Structure and Function

Mathematics

Indicator Number	**Math** Indicator
MA.4.MD	Measurement and Data

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	• 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	• 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	• 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

• 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	• 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	• 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	• 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 Levels 1-5
Grade 4

Unit 4
Heroes Among Us
The curriculum for Grade 4 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
Second Trimester 5-6 Weeks	Elementary School Grade 4 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 language do students need in order to demonstrate comprehension and engage in the topic of science and nature? What is a hero? What qualities does a hero have? Can anyone be a hero? What strategies can I use to better understand unfamiliar language?	Students will explore the different ways of communicating and develop skills and strategies across English modalities. Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying. Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me. Working in different ways will help me achieve

How can I make myself understood as a speaker?	Understand the theme of Heroes Among us a something that translates into Social Studies and the world around me

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 complete the suggested unit activity of investigating the Properties of Soil.

- 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 scientific research and data collection through notetaking.

- Appropriate use of who, what, where, when, why, and how.

- Appropriate language to ask and answer questions.

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

- Effective use of unit vocabulary.

Note: Stage 3: Learning Plan
How will the learning unfold over the course of the unit?

The thematic units of the Grade 4 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 4 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:** Include SIOP strategies Participate in TPR activities Pre-teach vocabulary in context Listen and demonstrate comprehension of stories read aloud Retell a story orally after listening to and/or reading a story Summarize a story using a graphic organizer Use a Venn diagram to compare and contrast heroes in different subjects	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.

Use sentence frames to cite text evidence	
Know basic spelling patterns of cvc, cvce, cvvc, and vccv	
Know compound words	
Know words ending in –s, -es, -ed or -ing	

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	Use L1, pictures, gestures, or single words and patterned responses Use simple sentence frames Think-Pair-Share discussions	Provide Graphic Organizer for oral retell Prompt student to dialogue/collaboration Think-Pair-Share	Model/Expect full sentence response Expect full answers to higher order thinking questions Encourage students to orally present/describe	Model dialogue expected in discussion of ideas.

			drawings to classmates	
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	Model responses of higher-order thinking using sentence frames: "I think _____ because _____" Allow Small group activities following teacher modeling	Scaffold responses to higher order thinking by using sentence frames that are a bit more complex "In my opinion_____"		

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 pictures/visual tools for students to manipulate	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

Domain: Writing				
ELP1	**ELP2**	**ELP3**	**ELP4**	**ELP5**

Create vocabulary notebook with images and L1 translation	Use PWI model	Use Graphic Organizers	Prompt students to independent writing	Independent use of target vocabulary
Allow student to write words in L1	Model using Graphic Organizer to write down ideas	Model writing full sentences	Encourage use of target vocabulary	
Allow students to draw pictures	Prompt students to engage in sharing of ideas.	Provide sentence stems: "My friend Paul is feeling ____ because he _____."	Encourage use of proper sentence formation	
Provide sentence frames with word bank and images. "My friend can ____."	Use storyboard where students draw and write simple sentences	Use storyboard – using pictures and full sentences.		
Label pictures with words from word bank.	Provide sentence frames: "When I cry, I feel _____".			

What will Students know?
- how to determine main ideas using inference and details   - that domain specific words are important to the topic, subject or domain being learned   - that stories often have themes that the reader must look for   - that story structure includes a problem and a solution   - that personification is a kind of metaphor that gives nonliving things human qualities   - that idioms mean something different than their literal meaning

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 science
- 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 Heroes Among Us

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

Unit 2 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts	
Related NJSLS	<u>Part 1 - Speaking and Listening</u> Comprehension and Collaboration Presentation of Knowledge and Ideas
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
LA.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LA.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
LA.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

LA.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Related NJSLS	Part 2 College and Career Readiness Anchor Standards for Reading Key Idea and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity
Reading Literature	
LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
LA.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
LA.RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
LA.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
LA.RL.4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
LA.RL.4.8	(Not applicable to literature)

LA.RL.4.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
Reading Informational	
LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LA.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LA.RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
LA.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LA.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
LA.RI.4.9	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)

	information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Related NJSLS	Part 3 College and Career Readiness Anchor Standards for Writing Text Type and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Range of Writing Vocabulary Acquisition and Uses
LA.W.4.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LA.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
LA.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.

LA.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
LA.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Vocabulary Acquisition and Use	
LA.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
LA.L.4.4.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
LA.L.4.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
LA.L.4.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.4.5.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
LA.4.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.4.5.C	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

LA.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

    - *Riding Freedom / Spindletop*

    - *The Right Dog for the Job / Knowing Noses: Search-and- Rescue Dogs*

    - *Hercules' Quest / Zomo's Friends*

    - *Harvesting Hope: The Story of Cesar Chavez / The Edible Schoolyard*

    - *Sacagawea / Native American Nature Poetry*

    - **Extended Reading:** *Horses*

- 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	• 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.

		- 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	- 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 Levels 1-5
Grade 4

Unit 5
Our Changing World
The curriculum for Grade 4 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
Second Trimester 5-6 Weeks	Elementary School Grade 4 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 language do students need in order to demonstrate comprehension and engage in the topic of science and nature? What is change? What changes have happened in the world over time? Do challenges force change? How do you think the world will continue to change in the future?	Students will explore the different ways of communicating and develop skills and strategies across English modalities. Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying. Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me. Working in different ways will help me achieve. Making and revising predictions will enhance my comprehension of text.

What strategies can I use to better understand unfamiliar language?	I can ask questions as I read.
How can I make myself understood as a speaker?	I can summarize text orally and in written form.

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 complete the suggested unit activity of Researching Changes in the Community.

- 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 investigation through interviews or internet to find the changes that have happened in their community, be it environmental or physical.

- Appropriate use of who, what, where, when, why, and how.

- Appropriate language to ask and answer questions.

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

- Use of formal language to present a news report.

▪ Effective use of unit vocabulary.	

Note: Stage 3: Learning Plan
How will the learning unfold over the course of the unit? The thematic units of the Grade 4 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 4 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:** Include SIOP strategies Participate in TPR activities Pre-teach vocabulary in context Listen and demonstrate comprehension of stories read aloud Retell a story orally after listening to and/or reading a story	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.

Summarize a selection using a graphic organizer
Use note taking graphic organizers to help keep thoughts organized
Use sentence frames to cite text evidence
Know basic spelling patterns of cvc, cvce, cvvc, and vccv
Know compound words
Know words ending in –s, -es, -ed or -ing

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	Provide Graphic Organizer for oral retell	Model/Expect full sentence response	Model dialogue expected in

ELP1	ELP2	ELP3	ELP4	ELP5
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 | 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 | 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 heard using pictures/visual tools for students to manipulate | 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 |

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: "When I cry, I feel _____".	Use Graphic Organizers Model writing full sentences Provide sentence stems: "My friend Paul is feeling ____ because he _____." Use storyboard – using pictures and full sentences.	Prompt students to independent writing Encourage use of target vocabulary Encourage use of proper sentence formation	Independent use of target vocabulary

What will Students know?
▪ how to draw conclusions and make generalizations based on text evidence ▪ that domain specific words are important to the topic, subject or domain being learned ▪ how to interpret information presented visually, orally, or quantitatively ▪ that facts can be proven, and opinions are expressions of feelings and beliefs ▪ the difference between formal and informal language ▪ how to use a Venn diagram to compare and contrast

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 science ▪ 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 Our Changing World.

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

Unit 2 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts	
Related NJSLS	Part 1 - Speaking and Listening Comprehension and Collaboration Presentation of Knowledge and Ideas
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
LA.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LA.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
LA.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

LA.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
LA.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Related NJSLS	Part 2 College and Career Readiness Anchor Standards for Reading Key Idea and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity
Reading Literature	
LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
LA.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
LA.RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
LA.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

LA.RL.4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
LA.RL.4.8	(Not applicable to literature)
LA.RL.4.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
Reading Informational	
LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LA.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LA.RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
LA.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

LA.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
LA.RI.4.9	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Related NJSLS	Part 3 College and Career Readiness Anchor Standards for Writing Text Type and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Range of Writing Vocabulary Acquisition and Uses
LA.W.4.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LA.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

LA.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LA.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
LA.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Vocabulary Acquisition and Use	
LA.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
LA.L.4.4.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
LA.L.4.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
LA.L.4.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.4.5.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
LA.4.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.

LA.4.5.C	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
LA.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

    o *The World According to Humphrey / Make the Switch*

    o *I could Do That / The Role of the Constitution*

    o *The Ever-Living Tree / Towering Trees*

    o *Owen and Mzee / Sea Sanctuary*

    o *The Fun They Had / Toys!*

- 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	• 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	• 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

| | integrative content, rather than just single-subject areas | • 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 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 Levels 1-5
Grade 4

Unit 5
Appreciating the World Around Us

The curriculum for Grade 4 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
Second Trimester 5-6 Weeks	Elementary School Grade 4 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 language do students need in order to demonstrate comprehension and engage in the topic of science and nature? What is change? What changes have happened in the world over time? Does learning about change, change us? Why is it important to preserve nature?	Students will explore the different ways of communicating and develop skills and strategies across English modalities. Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying. Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me. Working in different ways will help me achieve. Making and revising predictions will enhance my comprehension of text.

What are our responsibilities as citizens of the world? What strategies can I use to better understand unfamiliar language? How can I make myself understood as a speaker?	Distinguish between fact and opinion when reading informational text I can ask questions as I read. I can summarize text orally and in written form.

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 complete the suggested unit activity of Presenting a News Broadcast.

- 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 investigation through interviews or internet to find the changes that have happened in their community, be it environmental or physical.

- Appropriate use of who, what, where, when, why, and how.

- Appropriate language to ask and answer questions.
- Effective use of the conjunction *because* to elaborate on ideas.
- Use of formal language to present a news broadcast.
- Effective understanding of all the selections in Unit 6.
- Effective use of unit vocabulary.

Note: Stage 3: Learning Plan
How will the learning unfold over the course of the unit? The thematic units of the Grade 4 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 4 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:** Include SIOP strategies Participate in TPR activities	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.

Pre-teach vocabulary in context
Listen and demonstrate comprehension of stories read aloud
Summarize a story orally after listening to and/or reading a story
Summarize a story using a graphic organizer
Use note taking graphic organizers to help keep thoughts organized
Use sentence frames to cite text evidence
Know basic spelling patterns of cvc, cvce, cvvc, and vccv
Know compound words
Know words ending in –s, -es, -ed or -ing

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 | 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 |

	structures in oral routines			

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

Engage students in choral reading Student will retell sequence of events of story heard using pictures/visual tools for students to manipulate	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: "When I cry, I feel _____".	Use Graphic Organizers Model writing full sentences Provide sentence stems: "My friend Paul is feeling _____ because he _____." Use storyboard – using pictures and full sentences.	Prompt students to independent writing Encourage use of target vocabulary Encourage use of proper sentence formation	Independent use of target vocabulary

What will Students know?
▪ that facts can be proven, and opinions are expressions of feelings and beliefs ▪ how to draw conclusions based on text detail as well as one's own experience ▪ use story details to understand a character's traits or motive ▪ that rereading or using context can help them monitor comprehension ▪ how to summarize a text or part of a text

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 science
- 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 Our Changing World.

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

Unit 2 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts	
Related NJSLS	Part 1 - Speaking and Listening Comprehension and Collaboration Presentation of Knowledge and Ideas
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
LA.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LA.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.

LA.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
LA.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Related NJSLS	Part 2 College and Career Readiness Anchor Standards for Reading Key Idea and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity
Reading Literature	
LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
LA.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
LA.RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

LA.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
LA.RL.4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
LA.RL.4.8	(Not applicable to literature)
LA.RL.4.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
Reading Informational	
LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LA.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LA.RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

LA.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LA.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
LA.RI.4.9	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Related NJSLS	Part 3 College and Career Readiness Anchor Standards for Writing Text Type and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Range of Writing Vocabulary Acquisition and Uses
LA.W.4.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LA.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

LA.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
LA.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LA.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
LA.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Vocabulary Acquisition and Use	
LA.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
LA.L.4.4.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
LA.L.4.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
LA.L.4.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.4.5.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
LA.4.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.4.5.C	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
LA.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

  - *The Girl Who Loved Spiders / Web Wise / The Spider / Spider Ropes*

  - *Amphibian Alert / The Frog in the Milk Pail / Toad by the Road / Poison Dart Frogs*

  - *Museums: Worlds of Wonder / Making the Most from Trash / Dinosaur Bone / Museum Farewell*

  - *Save Timber Woods! / Following Muir: A Persuasive Essay / The Comb of Trees / Enjoy the Earth*

  - *Mystery at Reed's Pond / A Big Python Problem / Naming the Turtle / Greater Flamingo*

  - **Extended Reading:** Phineas L. MacGuire gets Slimed!

- 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).

Science

Indicator Number	**Science** Indicator
MS-LS1.A	From Molecules to Organisms: Structures and Processes Structure and Function

Indicator Number	**Visual Art** Indicator
VPA.1.3.5.D	Living museum: Worlds of Wonder

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	• 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	• Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources • Timelines and graphic organizers • Remove unnecessary material, words, etc., that	• 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

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 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	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	• 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	• Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate