

Bridgeton Public Schools

**ESL Curriculum**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS**

Grade level Cluster :		Grade 3	Unit # 1
Content Area: English as a Second Language			
Unit Title: Happy to Help: Individual Actions, Responsibilities and overcoming problems: How do our actions impact others? How do they impact out community? How can we overcome problems?		Program Design: 40 minute class period	
Target Proficiency Level: Level 1 Entering to Level 5 Bridging <a href="http://www.wida.us/standards/perfdefs.pdf">http://www.wida.us/standards/perfdefs.pdf</a>			
Unit Summary : In the unit, “Individual Actions, Responsibilities and Overcoming Obstacles”, students will use the language of Social Studies to explain how individual actions can impact others and their communities, through a series of scaffolded activities and strategies that are aligned with students’ levels of English language proficiency that facilitates language development in the areas of linguistic complexity, vocabulary usage, and language control. Interdisciplinary Connections: Social Studies, Technology, Language Arts , Math, Science 21 <sup>st</sup> Century Themes: Active Citizenship in the 21st Century			
Unit Rationale: This unit incorporates the concept of how individual actions can impact others. Through their participation in these activities, English language learners will be encouraged to develop their English language skills in the four language domains: listening, speaking, reading, and writing, in the content areas Social Studies. Additionally, the teacher will help students make connections among language, content, and daily life.			
Learning Targets			
WIDA	English Language Development Standards		
ELD Standard 1	English language students (ELLs) communicate for <b>Social and Instructional</b> purposes within the school setting.		
ELD Standard 2	ELLs communicate information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b> .		
ELD Standard 3	ELLs communicate information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b> .		
ELD Standard 4	ELLs communicate information, ideas and concepts necessary for academic success in the content area of <b>Science</b> .		
ELD Standard 5	ELLs communication information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b> .		
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing		
CCSS	Common Core State Standards: English Language Arts Standards		
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.		

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RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 3–4 text complexity band independently and proficiently.
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.4	Determine the meaning of <b>general academic and domain-specific</b> words and phrases in a text relevant to a <i>grade 3</i> topic or subject area.
RI.3.6	Distinguish their own point of view from that of the author of a text.
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.6	Distinguish their own point of view from that of the author of a text.
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression..
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. . c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i> ) to connect ideas within categories of information.
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
L.3.1	Observe conventions of grammar and usage when writing or speaking. i. Produce simple, compound, and complex sentences.
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas in <b>addresses</b> .
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.
L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly or helpful</i> ).
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).

Related Cultural Content Statements	
<b>Unit Essential Question</b> What language do students need in order to demonstrate comprehension and engage in the topic of individual actions?	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Listening, speaking, reading, and writing about the required specific academic language.</li> <li>• Our actions can impact others and our communities.</li> </ul>
Evidence of Learning	
<b>Summative Assessment:</b> Unit 1 <b>Performance-Based Assessment:</b> Students will read a biography and an autobiography about how an individual can make a difference. Students will describe how they have helped someone or someone has helped you. <ul style="list-style-type: none"> <li>• Make a poster showing how you have helped someone or someone has helped you. Poster must include pictures and written explanations.</li> <li>• Write a personal narrative explaining how you have helped someone or someone has helped you.</li> </ul> <b>Equipment needed:</b> Computers (with multi-media production tools such as Microsoft Word, Google Docs, <a href="http://www.storybird.com">www.storybird.com</a> , <a href="http://www.kerpoof.com">www.kerpoof.com</a> ), poster paper. <b>Teacher Resources:</b> WIDA speaking and writing rubrics, teacher-created rubric for project	
<b>Unit Learning Targets:</b> Students will write a personal narrative and/or create a poster through a chosen media. <ul style="list-style-type: none"> <li>• Explain how individual actions impact others.</li> <li>• Explain how individual actions can impact ones community.</li> <li>• Identify the focus of a biography and recount key details.</li> <li>• Identify the focus of an autobiography and recount key details.</li> <li>• Retell a story.</li> <li>• Compare a biography and an autobiography.</li> <li>• Produce a mini-biography.</li> </ul>	
Lesson	Timeframe
Lesson 1 How Do People Help Each Other?	4-5 days
Lesson 2 How Do People Help Their Community?	4-5 days
Lesson 3 How Do Our Individual Actions and Responsibilities Impact Others?	4-5 days
Lesson 4 How Can We Overcome Obstacles?	4-5 days
Lesson 5 Writing a Personal Narrative	4-5 days
<b>Teacher Note:</b> These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts.	

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Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding.  
Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.

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Grade level Cluster : Grade 3		Unit # 2
<b>Content Area:</b> English as a Second Language		
<b>Unit Title:</b> Nature's Balance: Ecosystems: What are they, how are they different, what important roles do they play?		<b>Program Design:</b> 40 minute class period
<b>Target Proficiency Level:</b> Level 1 Entering to Level 5 Bridging <a href="http://www.wida.us/standards/perfdefs.pdf">http://www.wida.us/standards/perfdefs.pdf</a>		
<b>Unit Summary :</b> In the unit, "Ecosystems", students will use the language of environmental science to identify and describe ecosystems. Students will engage in a series of scaffolded activities and strategies that are aligned with students' levels of English language proficiency that facilitates language development in the areas of linguistic complexity, vocabulary usage, and language control. <b>Interdisciplinary Connections:</b> Language Arts Literacy, Science, Technology, Social Studies, Math <b>21<sup>st</sup> Century Themes:</b> Global Awareness and Digital Literacy		
<b>Unit Rationale:</b> This unit incorporates a variety of grade-level appropriate language activities integrated with the concept of ecosystems. Through their participation in these activities, English language learners will be encouraged to develop their English language skills in the four language domains: listening, speaking, reading, and writing, in the content area of physical science. Additionally, the teacher will help students make connections among language, content, and daily life.		
Learning Targets		
WIDA	English Language Development Standards	
<b>ELD Standard 1</b>	English language students (ELLs) communicate for <b>Social and Instructional</b> purposes within the school setting.	
<b>ELD Standard 2</b>	ELLs communicate information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b> .	
<b>ELD Standard 4</b>	ELLs communicate information, ideas and concepts necessary for academic success in the content area of <b>Science</b> .	
<b>ELD Standard 5</b>	ELLs communication information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b> .	
<b>Language Domains</b>	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing	
CCSS	Common Core State Standards: English Language Arts Standards	
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	



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RI.3.4	Determine the meaning of <b>general academic and domain-specific</b> words and phrases in a text relevant to a <i>grade 3</i> topic or subject area.
RI.3.6	Distinguish their own point of view from that of the author of a text.
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression..
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. . c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i> ) to connect ideas within categories of information.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
L.3.1	Observe conventions of grammar and usage when writing or speaking. i. Produce simple, compound, and complex sentences.
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.
L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. b. Identify real-life connections between words and their use (e.g., describe

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	people who are <i>friendly or helpful</i> ).
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).
<b>Related Cultural Content Statements</b>	
<b>Unit Essential Question</b> What language do students need in order to demonstrate comprehension and engage in the topic of ecosystems?	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Listening, speaking, reading, and writing about the required specific academic language.</li> </ul>
<b>Evidence of Learning</b>	
<b>Summative Assessment:</b> Unit 2 <b>Performance-Based Assessment:</b> Students will choose and describe two ecosystems and present their findings. <ul style="list-style-type: none"> <li>Make a poster comparing two ecosystems and present it orally to the class.</li> <li>Create a multi-media presentation comparing ecosystems.</li> <li>Write an informational essay comparing two ecosystems and present it to the class.</li> </ul> <b>Equipment needed:</b> Computers (with multi-media production tools such as Google Docs, Power Point, headphones, and/or microphones), poster paper. <b>Teacher Resources:</b> WIDA speaking and writing rubrics, teacher-created rubric for project	
<b>Unit Learning Targets:</b> Students will create an informational presentation both orally and written through a chosen media. <ul style="list-style-type: none"> <li>Identify ecosystems orally and with visual support</li> <li>Define and explain how an ecosystem remains in balance</li> <li>Compare and contrast orally and in writing two ecosystems using graphic organizers.</li> <li>Ask and answer questions about informational text that can be supported with evidence.</li> <li>Identify the main idea of an informational and recount key details.</li> <li>Produce an organized piece of writing that summarizes a text.</li> <li>Recognize cause and effect</li> </ul>	
<b>Lesson</b>	<b>Timeframe</b>
Lesson 1 What happens when nature loses balance	4-5 days
Lesson 2 What makes an ecosystem	4-5 days
Lesson 3 Ecosystems are everywhere	4-5 days
Lesson 4 Types of ecosystems	4-5 days
Lesson 5	4-5 days

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How to create a multi-media presentation comparing two ecosystem	
<b>Teacher Note:</b> These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.	
<b>Curriculum Development Resources:</b> Click the links below to access additional resources. WIDA Standards <a href="http://www.wida.us">www.wida.us</a> NJCCCS/CC Standards <a href="http://www.13.state.nj.us/NJCCCS">www.13.state.nj.us/NJCCCS</a>	



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Grade level Cluster : Grade 3		Unit # 3
<b>Content Area:</b> English as a Second Language		
<b>Unit Title:</b> From Past to Present: How can we preserve our traditions?		<b>Program Design:</b> 40 minute class period
<b>Target Proficiency Level:</b> Level 1 Entering to Level 5 Bridging <a href="http://www.wida.us/standards/perfdefs.pdf">http://www.wida.us/standards/perfdefs.pdf</a>		
<b>Unit Summary :</b> In the unit, “Cultures and Traditions”, students will use the language of Language Arts to identify and describe cultures and traditions. Through a series of scaffolded activities and strategies that are aligned with students’ levels of English language proficiency, that facilitates language development in the areas of linguistic complexity, vocabulary usage, and language control. <b>Interdisciplinary Connections:</b> Language Arts Literacy, Technology, Social Studies <b>21<sup>st</sup> Century Themes:</b>		
<b>Unit Rationale:</b> This unit incorporates the concept of cultures and traditions. Through their participation in these activities, English language learners will be encouraged to develop their English language skills in the four language domains: listening, speaking, reading, and writing, in the content area of physical science. Additionally, the teacher will help students make connections among language, content, and daily life.		
Learning Targets		
WIDA	English Language Development Standards	
<b>ELD Standard 1</b>	English language students (ELLs) communicate for <b>Social and Instructional</b> purposes within the school setting.	
<b>ELD Standard 2</b>	ELLs communicate information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b> .	
<b>ELD Standard 5</b>	ELLs communication information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b> .	
<b>Language Domains</b>	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing	
CCSS	Common Core State Standards: English Language Arts Standards	
RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	
RI.3.5	Use text features <b>and search tools</b> (e.g., <b>key words, sidebars, hyperlinks</b> ) to locate information <b>relevant to a given topic efficiently</b> .	
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	
RI.3.8	Describe the logical connection between particular sentences and	

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	paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. d. Explain their own ideas and understanding in light of the discussion.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)
L3.1.	a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Form and use possessives.
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.
L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).
<b>Related Cultural Content Statements</b>	

<ul style="list-style-type: none"> <li>People around the world have unique cultures and traditions</li> </ul>	
<b>Unit Essential Question</b> What language do students need in order to demonstrate comprehension and engage in the topic of traditions and how to preserve them?	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Listening, speaking, reading, and writing about the required specific academic language.</li> <li>People around the world have unique culture and traditions.</li> </ul>
<b>Evidence of Learning</b>	
<b>Summative Assessment:</b> Unit 3 <b>Performance-Based Assessment:</b> Students will defend an argument for preserving traditions using multi-media. <ul style="list-style-type: none"> <li>Write a persuasive letter for a time capsule detailing why it is important to preserve traditions. (Resources that can be used: Storycreator, Google Docs, Poster...etc)</li> <li>Prepare and present an interview asking someone about why think it is important to preserve a tradition. (Resources that can be used: Storycreator, Google Docs, Poster...etc)</li> <li>Write or draw step by step instructions about a tradition that you have learned: dance, food, celebrations (Resources that can be used: Storycreator, Google Docs, Poster...etc)</li> </ul> <b>Equipment needed:</b> Computers (with multi-media production tools such as Microsoft Word, Google Docs, <a href="http://www.storybird.com">www.storybird.com</a> , <a href="http://www.kerpoof.com">www.kerpoof.com</a> ), poster paper. <b>Teacher Resources:</b> WIDA speaking and writing rubrics, teacher-created rubric for project	
<b>Unit Learning Targets:</b> Students will create a research report both orally and written through a chosen media. <ul style="list-style-type: none"> <li>Identify cultures and traditions with visual support</li> <li>Define and explain why traditions are important to preserve</li> <li>Ask and answer questions about various text and support with evidence</li> <li>Identify the main idea of a text and recount key details</li> <li>Produce an organized piece of writing (letter, interview, instructions)</li> </ul>	
<b>Lesson</b>	<b>Timeframe</b>
Lesson 1 What are cultures and traditions?	<b>4-5 days</b>
Lesson 2 What can we learn about people through their traditions?	<b>4-5 days</b>
Lesson 3 Why is it important to preserve traditions?	<b>4-5 days</b>
Lesson 4 How to write: a step by step process, a persuasive letter, and an interview about traditions?	<b>4-5 days</b>
<b>Teacher Note:</b> These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding.	

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Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.

**Curriculum Development Resources:**

Click the links below to access additional resources.

WIDA Standards [www.wida.us](http://www.wida.us)

NJCCCS/CC Standards [www.13.state.nj.us/NJCCCS](http://www.13.state.nj.us/NJCCCS)

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Grade level Cluster :		Grade 3	Unit # 4
Content Area: English as a Second Language			
Unit Title: Forces Of Nature: What forces can change Earth? How can they change Earth? How can you prepare for a disaster?		Program Design: 40 minute class period	
Target Proficiency Level: Level 1 Entering to Level 5 Bridging <a href="http://www.wida.us/standards/perfdefs.pdf">http://www.wida.us/standards/perfdefs.pdf</a>			
Unit Summary : In the unit, “Forces of Nature”, students will use the language of Science to identify and describe forces of nature. Through a series of scaffolded activities and strategies that are aligned with students’ levels of English language proficiency, that facilitates language development in the areas of linguistic complexity, vocabulary usage, and language control. Interdisciplinary Connections: Language Arts Literacy, Science, Technology, Social Studies, Math 21 <sup>st</sup> Century Themes: Active Citizenship in the 21st Century			
Unit Rationale: This unit incorporates the concept of forces of nature. Through their participation in these activities, English language learners will be encouraged to develop their English language skills in the four language domains: listening, speaking, reading, and writing, in the content area of physical science. Additionally, the teacher will help students make connections among language, content, and daily life.			
Learning Targets			
WIDA	English Language Development Standards		
ELD Standard 1	English language students (ELLs) communicate for <b>Social and Instructional</b> purposes within the school setting.		
ELD Standard 2	ELLs communicate information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b> .		
ELD Standard 4	ELLs communicate information, ideas and concepts necessary for academic success in the content area of <b>Science</b> .		
ELD Standard 5	ELLs communication information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b> .		
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing		
CCSS	Common Core State Standards: English Language Arts Standards		
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 3–4 text complexity band independently and proficiently.		
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.		



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RF.3.4	Read with sufficient accuracy and fluency to support comprehension.. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.)
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. f. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i> ) in writing words.
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.*
L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly or helpful</i> ).

**Related Cultural Content Statements**

- Forces of nature can change the Earth and its people

**Unit Essential Question**

What language do students need in order to demonstrate comprehension and engage in the topic how a force of nature changes Earth?

**Unit Enduring Understandings**

- Listening, speaking, reading, and writing about the required specific academic language.
- Forces of nature can change the Earth.

**Evidence of Learning**

**Summative Assessment:**

Unit 4

**Performance-Based Assessment:**

Students will explain orally and in writing, how a force of nature can change the Earth using



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multi-media.

- Make a storyboard to show what causes a tsunami or how an island forms. Then present it orally to the class. (Resources that can be used: Storycreator, Google Docs, Poster)
- With a partner prepare and present a news report about a natural disaster. (Resources that can be used: Storycreator, Google Docs, Poster)
- Write a research report about how a force of nature can change the earth and present it to the class. (Resources that can be used: Storycreator, Google Docs, Poster)

**Equipment needed:** Computers (with multi-media production tools such as Microsoft Word, Google Docs, [www.storybird.com](http://www.storybird.com), [www.kerpoof.com](http://www.kerpoof.com) ), poster paper.

**Teacher Resources:** WIDA speaking and writing rubrics, teacher-created rubric for project

**Unit Learning Targets:**

Students will create a research report both orally and written through a chosen media.

- Identify forces of nature with visual support
- Define and explain how a force of nature can change the Earth
- Recognize causes and effects of forces of nature
- Ask and answer questions about informational text that can be supported with evidence.
- Identify the main idea of an informational and recount key details.
- Produce an organized piece of writing.

Lesson	Timeframe
Lesson 1 What are forces of nature?	4-5 days
Lesson 2 How do forces of nature change the Earth?	4-5 days
Lesson 3 How Do I write like a Researcher?	4-5 days
Lesson 4 How do I create a multi-media presentation?	4-5 days

**Teacher Note:** These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.

**Curriculum Development Resources:**

Click the links below to access additional resources.

WIDA Standards [www.wida.us](http://www.wida.us)

NJCCCS/CC Standards [www.13.state.nj.us/NJCCCS](http://www.13.state.nj.us/NJCCCS)

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Grade level Cluster : Grade 3		Unit # 5
Unit 1 Title: Getting There: What tools can we use achieve our goals?		Program Design: 40 minute class period
Target Proficiency Level: Level 1 Entering to Level 5 Bridging <a href="http://www.wida.us/standards/perfdefs.pdf">http://www.wida.us/standards/perfdefs.pdf</a>		
Unit Summary : In the unit, “Getting There”, students will use the language of Social Studies to explain how individual actions can impact others and their communities, through a series of scaffolded activities and strategies that are aligned with students’ levels of English language proficiency that facilitates language development in the areas of linguistic complexity, vocabulary usage, and language control. Interdisciplinary Connections: Social Studies, Technology, Language Arts , Math, Science 21 <sup>st</sup> Century Themes: Active Citizenship in the 21st Century		
Unit Rationale: This unit incorporates the concept of how individual actions can impact others. Through their participation in these activities, English language learners will be encouraged to develop their English language skills in the four language domains: listening, speaking, reading, and writing, in the content areas Social Studies. Additionally, the teacher will help students make connections among language, content, and daily life.		
Learning Targets		
WIDA	English Language Development Standards	
ELD Standard 1	English language students (ELLs) communicate for <b>Social and Instructional</b> purposes within the school setting.	
ELD Standard 2	ELLs communicate information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b> .	
ELD Standard 3	ELLs communicate information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b> .	
ELD Standard 4	ELLs communicate information, ideas and concepts necessary for academic success in the content area of <b>Science</b> .	
ELD Standard 5	ELLs communication information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b> .	
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing	
CCSS	Common Core State Standards: English Language Arts Standards	
*RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures and determine the central message, lesson, or moral.	
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	
RL.3.10	By the end of the year, read and comprehend literature, including stories,	

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	dramas, and poetry, at the high end of the grades 3–4 text complexity band independently and proficiently.
*RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Identify the main idea of a text and recount key details.
*RI.3.4	Determine the meaning of <b>general academic and domain-specific</b> words and phrases in a text relevant to a <i>grade 3</i> topic or subject area.
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
*RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
RF.3.3a	Identify and know the meaning of the most common grade-level prefixes and suffixes
RF.3.4	Read with sufficient accuracy and fluency to support comprehension. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
W.3.2.a	Introduce a topic and group related information together when writing. Include illustrations when useful to aiding comprehension.
W.3.2.b	Use facts, definitions, and details to help develop a topic within a piece of writing.
W.3.2.c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
W.3.3.a	Organize an event sequence that unfolds naturally in narrative writing.
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
L.3.1	Observe conventions of grammar and usage when writing or speaking. i. Produce simple, compound, and complex sentences.
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas in <b>addresses</b> . c. Use commas and quotation marks in dialogue when writing.

**Related Cultural Content Statements**

**Unit Essential Question**

What language do students need in order to demonstrate comprehension and engage in the topic of individual responsibility?

**Unit Enduring Understandings**

- Listening, speaking, reading, and writing about the required specific academic language.
- Our actions can impact others and our communities.

**Summative Assessment:**

Unit 5

**Performance-Based Assessment:**

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Students will read an array of genres that will provide information about the United States government. Students will:

- Make a poster showing the rules of government
- Make a poster illustrating the symbols of our nation and what they symbolize
- Write an informational essay about an outstanding citizen of the United States

**Equipment needed:** Computers (with multi-media production tools such as Microsoft Word, Google Docs, [www.storybird.com](http://www.storybird.com), [www.kerpoof.com](http://www.kerpoof.com) ), poster paper.

**Teacher Resources:** WIDA speaking and writing rubrics, teacher-created rubric for project

**Unit Learning Targets:**

Students will write an informational piece and/or create a poster through a chosen media.

- Identify the main idea and recount key details.
- Distinguish the meaning of literal from nonliteral language.
- Identify nonfiction text features.
- Retell a story.
- Compare and contrast themes.
- Produce an informational piece about Cesar Chavez and his contributions to the government.

Lesson	Timeframe
Lesson 1 What tools can we use to achieve our goals?	4-5 days
Lesson 2 How do we plan to achieve our goals?	4-5 days
Lesson 3 How can planning ahead help us reach our goals?	4-5 days
Lesson 4 How can we make our plans a reality?	4-5 days
Lesson 5: An Outstanding Citizen Writing an Informational Essay	4-5 days

**Teacher Note:** These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.

**Curriculum Development Resources:**

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