

Bridgeton Public Schools

ESL Curriculum

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

Grade level Cluster :		Grade 4	Unit #1
Unit 1 Title: A Land and Its People: How important are traditions?		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 Students will use the language of informational text to identify and describe different cultural traditions. Through a series of scaffolded activities and strategies that are aligned with students' levels of English language proficiency, the teacher facilitates language development in the areas of linguistic complexity, vocabulary usage, and language control.			
Interdisciplinary Connections: Language Arts Literacy, Social Studies, Technology 21 <sup>st</sup> Century Themes:			
Unit Rationale This unit incorporates a variety of grade-level appropriate language activities integrated with informational text. 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 social studies. Additionally, the teacher will help students make connections among language, content, and daily life.			
Learning Targets			
WIDA	English Language Proficiency 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 communication information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b> .		
ELD Standard 4	ELLs communication 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		
Content Area Standard			
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.		
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).		
RL.4.5	Explain major differences between poems, drama, and prose, and refer		

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	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.
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.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4.4	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. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. e. Provide a conclusion that follows from the narrated experiences or events.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5	With guidance and support from peers and adults, develop and strengthen

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	writing as needed by planning, revising, and editing.		
W.4.10	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.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <b>grade 4</b> topics and texts, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions <b>and carry out assigned roles.</b></li> </ol>		
SL.4.2	<b>Paraphrase portions</b> of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
L.4.1	Demonstrate command of the conventions of writing or speaking. f. <b>Produce complete</b> standard English grammar and usage when <b>sentences, recognizing and correcting inappropriate fragments and run-ons.</b>		
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li><b>Use correct capitalization.</b></li> <li>Use commas <b>and quotation marks to mark direct speech and quotations from a text.</b></li> <li><b>Spell grade-appropriate words correctly, consulting references as needed.</b></li> </ol>		
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. <b>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</b>		
<b>Related Cultural Content Statements</b> Cultural traditions differ among people.			
<table border="1"> <tr> <td> <b>Unit Essential Question</b>            How can I produce a clear and coherent informational presentation comparing cultural traditions that are appropriate to task, purpose and audience?         </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Listening, speaking, reading, and writing about cultural traditions require specific academic language.</li> <li>Cultural traditions play an important role in shaping our lives and beliefs</li> </ul> </td></tr> </table>		<b>Unit Essential Question</b> How can I produce a clear and coherent informational presentation comparing cultural traditions that are appropriate to task, purpose and audience?	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Listening, speaking, reading, and writing about cultural traditions require specific academic language.</li> <li>Cultural traditions play an important role in shaping our lives and beliefs</li> </ul>
<b>Unit Essential Question</b> How can I produce a clear and coherent informational presentation comparing cultural traditions that are appropriate to task, purpose and audience?	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Listening, speaking, reading, and writing about cultural traditions require specific academic language.</li> <li>Cultural traditions play an important role in shaping our lives and beliefs</li> </ul>		
<b>Evidence of Learning</b>			
<b>Summative Assessment:</b> Unit 1			

**Performance-Based Assessment:**

You have read informational text about different cultural traditions and you want to promote cultural diversity. Choose one of the following projects to describe how cultural traditions shape the communities we live in.

- Describe two cultural traditions orally in your community and point out the differences.
- Write and perform a skit describing a cultural tradition.
- Compare and contrast your own cultural traditions with one you read about in class and orally present using multimedia.
- Write and draw to teach about your family's most important traditions and tell why it is important.

**Equipment needed:** Computers (with multi-media production tools such as Photo Story or Power Point, headphones, and microphones)

**Teacher Resources:** WIDA Speaking and Writing Rubrics, teacher-created rubric for project

**Unit Learning Targets:**

Students will create a presentation and a written summary about their knowledge of cultural traditions through their chosen media.

- Identify the main idea of a text and recount key details.
- Describe their own cultural traditions and compare it to one read in class.
- Ask and answer questions about informational text that can be supported with evidence.
- Produce an organized piece of writing that summarizes a text.
- Complete a personal narrative

Lesson	Timeframe
Lesson 1 What are Cultural traditions?	4-5 days
Lesson 2 Music in Cultural traditions	4-5 days
Lesson 3 People Shaped by Tradition	4-5 days
Lesson 4 How to share your traditions	4-5 days
Lesson 5 Writing a Personal Narrative	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.

**Curriculum Development Resources**

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

NJCCCS and Common Core Standards <https://www.13.state.nj.us/NJCCCS/>  
[www.13.state.nj.us/NJCCCS/Technologytoolbox](http://www.13.state.nj.us/NJCCCS/Technologytoolbox)

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Grade level Cluster :		Grade 4	Unit # 2
Unit 2 Title: Animals and Their Environment: How do animals adapt to their environment?		Program Design: 40 minutes 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 Students will use the language of science to identify and describe story elements and types of genres. Through a series of scaffolded activities and strategies that are aligned with students' levels of English language proficiency, the teacher facilitates language development in the areas of linguistic complexity, vocabulary usage, and language control. Interdisciplinary Connections: Language Arts Literacy, Science, Social Studies, Technology 21 <sup>st</sup> Century Themes:			
Unit Rationale This unit incorporates a variety of grade-level appropriate language activities integrated with realistic fiction. 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 social studies. Additionally, the teacher will help students make connections among language, content, and daily life.			
Learning Targets			
WIDA	English Language Proficiency 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 communication information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b> .		
ELD Standard 4	ELLs communication 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	Content Area Standard		
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.		
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.		
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or		



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	<b>technical text, including what happened and why, based on specific information in the text.</b>
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
RI.4.6	<b>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</b>
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. <b>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</b>
RF.4.4	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. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic <b>clearly</b> and group related information <b>in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia</b> when useful to aiding comprehension. b. Develop the topic with facts, definitions, <b>concrete</b> details, <b>quotations, or other information and examples related to the topic</b> . e. Provide a concluding statement or section <b>related to the information or explanation presented</b> .
W.4.10	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.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.  c. <b>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.</b>
SL.4.2	<b>Paraphrase portions</b> of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. <b>Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</b>

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	<b>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</b>
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>d. Spell grade-appropriate words correctly, consulting references as needed.</b>
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. <b>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</b>
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal <b>precise actions, emotions, or states of being (e.g., quizzed, whined, stammered)</b> and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).

**Related Cultural Content Statements**

- The power of nature can change the Earth and its people.

**Unit Essential Question**

How can I produce a clear and coherent presentation about the power of nature in which the development and organization are appropriate to task, purpose and audience?

**Unit Enduring Understandings**

- Listening, speaking, reading, and writing about the power of nature require specific academic language.
- Nature provides the necessary resources for our daily living and can also impact our lives.

**Evidence of Learning**

**Summative Assessment:**

Unit 2

**Performance-Based Assessment:**

You have read a variety of text about the power of nature. Choose one of the following projects to describe how nature affects us using multimedia.

- Make a persuasive poster about animal habitat and tell why it is important.
- Write and present a weather report that warns people about storms and hurricanes.
- Create and present a presentation that describes animal behavior.
- Write and present a personal narrative about your pet.

**Equipment needed:** Computers (with multi-media production tools such as Photo Story or Power Point, headphones, and microphones)

**Teacher Resources:** WIDA Speaking and Writing Rubrics, teacher-created rubric for project

**Unit Learning Targets:**

Students will create a presentation through their chosen media demonstrating their knowledge of how nature affects us.

- Describe animal intelligence and adaptation orally and with visual support.

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- Identify the main idea and supporting details from narrative or expository material supported by illustrations
- Make predictions from narrative or expository material supported by illustrations
- Draw inferences from narrative or expository material supported by illustrations
- Produce an organized piece of writing that summarizes a text
- Compare and contrast text orally and in writing

Lesson	Timeframe
Lesson 1 Animal Intelligence	4-5 days
Lesson 2 Animal Behavior	4-5 days
Lesson 3 Animals and Survival Skills	4-5 days
Lesson 4 Animal Adaptation	4-5 days
Lesson 5 Write a Persuasive Letter	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**

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

NJCCCS and Common Core Standards <https://www.13.state.nj.us/NJCCCS/>  
[www.13.state.nj.us/NJCCCS/Technologytoolbox](https://www.13.state.nj.us/NJCCCS/Technologytoolbox)



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Grade level Cluster :		Grade 4	Unit # 3
Unit Title: Amazing Places: Why learn about other places?		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 Rationale			
This unit incorporates a variety of grade-level appropriate language activities integrated with fictional tale and articles. 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 social studies. Additionally, the teacher will help students make connections among language, content, and daily life.			
WIDA		English Language Proficiency 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 communication information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b> .	
ELD Standard 4		ELLs communication 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 Standard	
RL.4.1		Refer to details and examples in a Grade 4 text when explaining what the text says explicitly and when drawing inferences from the text.	
RL.4.2		Determine a theme of a story, drama, or poem from details in the text; summarize the text.	
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).	
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 mythology (e.g., Herculean).	
RL. 4.7		Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	
RL.4.9		Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	
RI.4.1		Refer to details and examples in a text when explaining what the text	

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	<b>says explicitly and when drawing inferences from the text.</b>
RI.4.2	Determine the main idea of a text <b>and explain how it is supported by key details; summarize the text.</b>
RI.4.3	<b>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.</b>
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
RI.4.5	<b>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.</b>
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. <b>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</b>
RF.4.4	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. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  a. <b>Orient the reader</b> by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use <b>a variety of transitional words and phrases to manage the sequence of events.</b> d. <b>Use concrete words and phrases and sensory details to convey experiences and events precisely.</b> e. Provide <b>a conclusion that follows from the narrated experiences or events.</b>
W.4.9	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>  a. <b>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].”).</b>

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W.4.10	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.
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <b>grade 4</b> topics and texts, building on others' ideas and expressing their own clearly.  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and <b>carry out assigned roles</b> . c. <b>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.</b> d. <b>Review the key ideas expressed</b> and explain their own ideas and understanding in light of the discussion.
SL.4.4	Report on a topic or text, tell a story, or recount an experience <b>in an organized manner, using</b> appropriate facts and relevant, descriptive details <b>to support main ideas or themes</b> ; speak clearly at an understandable pace.
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. <b>Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</b> b. Form and use <b>the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</b> c. Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions. d. <b>Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</b>
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. <b>Spell grade-appropriate words correctly, consulting references as needed.</b>
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. <b>Choose punctuation for effect.*</b>
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. b. <b>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</b>
L.4.5	Demonstrate understanding of <b>figurative language, word relationships,</b>

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	<p>and nuances in word meanings.</p> <p>a. <b>Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</b></p> <p>b. <b>Recognize and explain the meaning of common idioms, adages, and proverbs.</b></p>
L.4.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal <b>precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</b></p>

**Related Cultural Content Statements**

**Unit Essential Question**

How can I produce a clear and coherent presentation about an amazing place in which the development and organization are appropriate to task, purpose and audience?

**Unit Enduring Understandings**

- Listening, speaking, reading, and writing about amazing places around the world require specific academic language.
- Learning about different places around the world promotes diversity.

**Evidence of Learning**

**Summative Assessment:**

Unit 3

**Performance-Based Assessment:**

You have read a variety of text about different places. Choose one of the following projects to tell why we should learn about other places around the world.

- Write and present an advertisement for a place you think is amazing using a PowerPoint presentation.
- Build a model of an amazing place that you have learned about using art materials and present to the class.
- Create a post card by drawing a picture for the front of the card, and write the note for the back of it.
- Make a story strip about a place you have visited or would like to visit and tell the class the best things about the place.

**Equipment needed:** Computers (with multi-media production tools such as Photo Story or Power Point, headphones, and microphones)

**Teacher Resources:** WIDA Speaking and Writing Rubrics, teacher-created rubric for project

**Unit Learning Targets:**

Students will create a presentation about their amazing place orally and in writing through their chosen media.

- Describe an amazing place using descriptive language.

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- Ask questions to obtain information and share with peers in L2
- Edit and revise writing using a rubric based on class or peer reviews
- Produce an organized piece of writing
- Give directions from one place to another using sequential language

Lesson	Timeframe
Lesson 1 Give and Follow Directions	4-5 days
Lesson 2 Visualizing Our World	4-5 days
Lesson 3 Extreme Earth	4-5 days
Lesson 4 Describing Amazing Places	4-5 days
Lesson 5 Research Report (Informative)	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**

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

NJCCCS and Common Core Standards <https://www.13.state.nj.us/NJCCCS/>  
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**ESL Curriculum**

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

Grade level Cluster :		Grade 4	Unit # 4
Unit 6 Title: Treasure Hunters: Why do we seek treasure?		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			
Students will use the language of social studies at the third through fifth grade levels to identify and describe story elements and types of genres. Through a series of scaffolded activities and strategies that are aligned with students' levels of English language proficiency, the teacher facilitates language development in the areas of linguistic complexity, vocabulary usage, and language control.			
Interdisciplinary Connections: Language Arts Literacy, Social Studies, Technology			
21 <sup>st</sup> Century Themes:			
Unit Rationale			
This unit incorporates a variety of grade-level appropriate language activities integrated with fictional tale and articles. 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 social studies. Additionally, the teacher will help students make connections among language, content, and daily life.			
Learning Targets			
WIDA	English Language Proficiency 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 communication information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b> .		
ELD Standard 4	ELLs communication 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		
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.		
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.		



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RL.4.9	Compare and contrast <b>the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</b>
RI.4.1	<b>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</b>
RI.4.2	Determine the main idea of a text and explain how it is supported by <b>key details; summarize the text.</b>
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
RI.4.5	<b>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.</b>
RI.4.6	<b>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</b>
RI.4.7	<b>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.</b>
RF.4.4	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. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic <b>clearly</b> and group related information <b>in paragraphs and sections</b> ; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i> ). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
W.4.6	With some guidance and support from adults, use technology, <b>including the Internet</b> , to produce and publish writing as well as to interact and collaborate with others; <b>demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</b>

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W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and <b>categorize information</b> , and <b>provide a list of sources</b> .
W.4.10	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.
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <b>grade 4</b> topics and texts, building on others' ideas and expressing their own clearly.  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions <b>and carry out assigned roles</b> . c. <b>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion</b> and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.3	<b>Identify the reasons and evidence a speaker provides to support particular points.</b>
SL.4.4	Report on a topic or text, tell a story, or recount an experience <b>in an organized manner, using</b> appropriate facts and relevant, descriptive details <b>to support main ideas or themes</b> ; speak clearly at an understandable pace.
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Form and use <b>prepositional phrases</b> . g. <b>Correctly use frequently confused words (e.g., to, too, two; there, their).</b> *
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. <b>Spell grade-appropriate words correctly, consulting references as needed.</b>
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases <b>to convey ideas precisely.</b> * c. <b>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</b>
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. <b>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</b>

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

**Unit Essential Question**

How can I produce a clear and coherent presentation about an amazing place in which the development and organization are appropriate to task, purpose and audience?

**Unit Enduring Understandings**

- Listening, speaking, reading, and writing about amazing places around the world require specific academic language.
- Learning about different places around the world promotes diversity.

**Evidence of Learning**

**Summative Assessment:**

Unit 4

**Performance-Based Assessment:**

You have read a variety of text about different places. Choose one of the following projects to tell why we should learn about other places around the world.

- Write and present an advertisement for a treasure hunt expedition by using a PowerPoint presentation.
- Build a model of a treasure you have now or have recently found by using art materials and present to the class.
- Create a post card by drawing a picture for the front of the card, and write the note for the back of it.
- Create a treasure map to find hidden treasure by following steps in a process.

**Equipment needed:** Computers (with multi-media production tools such as Photo Story or Power Point, headphones, and microphones)

**Teacher Resources:** WIDA Speaking and Writing Rubrics, teacher-created rubric for project

**Unit Learning Targets:**

Students will create a presentation about their amazing place orally and in writing through their chosen media.

- Describe an amazing treasure you found using descriptive language.
- Ask questions to obtain information and share with peers in L2

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- Edit and revise writing using a rubric based on class or peer reviews
- Produce an organized piece of writing
- Follow directions to create treasure map using sequential language

Lesson	Timeframe
Lesson 1 Treasure Hunting	4-5 days
Lesson 2 Treasure Island	4-5 days
Lesson 3 Make a Treasure Map	4-5 days
Lesson 4 Real Pirates	4-5 days
Lesson 5 Write a Historical Fiction	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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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS**

Grade level Cluster :		Grade 4	Unit # 5
Unit 7 Title: Moving Through Space: What does it take to explore space?		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 Students will use the language of science to identify and describe space science. Through a series of scaffolded activities and strategies that are aligned with students' levels of English language proficiency, the teacher facilitates language development in the areas of linguistic complexity, vocabulary usage, and language control.			
Interdisciplinary Connections: Language Arts Literacy, Science, Social Studies, Technology 21 <sup>st</sup> Century Themes:			
Unit Rationale This unit incorporates a variety of grade-level appropriate language activities integrated with biographies. 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 science. Additionally, the teacher will help students make connections among language, content, and daily life.			
Learning Targets			
WIDA	English Language Proficiency 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 communication information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b> .		
ELD Standard 4	ELLs communication 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	Content Area Standard		
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.		
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band <b>proficiently, with scaffolding as needed at the high end of the range</b> .		
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.		
RI.4.9	Integrate information from two texts on the same topic in order to		

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	<b>write or speak about the subject knowledgeably.</b>
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, <b>in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. <b>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</b>
RF.4.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic <b>clearly</b> and group related information <b>in paragraphs and sections</b> ; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i> ). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
W.4.6	With some guidance and support from adults, use technology, <b>including the Internet</b> , to produce and publish writing as well as to interact and collaborate with others; <b>demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</b>
W.4.7	Conduct short research projects that build knowledge <b>through investigation of different aspects of a topic.</b>
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and <b>categorize information</b> , and <b>provide a list of sources.</b>
W.4.9	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> b. <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”).</b>
W.4.10	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.
SL.4.3	<b>Identify the reasons and evidence a speaker provides to support particular points.</b>



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SL.4.4	Report on a topic or text, tell a story, or recount an experience <b>in an organized manner, using</b> appropriate facts and relevant, descriptive details <b>to support main ideas or themes</b> ; speak clearly at an understandable pace.		
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		
SL.4.6	<b>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.</b>		
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. <b>Use correct capitalization.</b> d. <b>Spell grade-appropriate words correctly, consulting references as needed.</b>		
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases <b>to convey ideas precisely.*</b> b. <b>Choose punctuation for effect.*</b>		
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. c. <b>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.</b>		
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal <b>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).</b>		
<table border="1"> <tr> <td> <b>Unit Essential Question</b>            What are the language skills needed in order to demonstrate understanding of space science?         </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Listening, speaking, reading, and writing about space science require specific academic language.</li> <li>• Space science allows us to explore our solar system.</li> </ul> </td></tr> </table>		<b>Unit Essential Question</b> What are the language skills needed in order to demonstrate understanding of space science?	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Listening, speaking, reading, and writing about space science require specific academic language.</li> <li>• Space science allows us to explore our solar system.</li> </ul>
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**Evidence of Learning**

**Summative Assessment:**

Unit 5

**Performance-Based Assessment:**

You have read biographies and fiction text about space science exploration and now you have been chosen to travel with the astronauts to outer space. Choose one of the following projects to explain to your audience what training you will need in order to have a successful trip.

- Create a PowerPoint and present it orally to the class.

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- Write about what how you think it would be to travel to the moon or to a star.
- Create and present an animation of space science exploration that includes text or dialogue.

**Equipment needed:** Computers (with multi-media production tools such as Photo Story or Power Point, headphones, and microphones)

**Teacher Resources:** WIDA Speaking and Writing Rubrics, teacher-created rubric for project

**Unit Learning Targets:**

Students will write a personal narrative about space exploration training.

- Ask and answer questions about space science text
- Produce an organized piece of writing that summarizes a text
- Identify the main idea of a text and recount key details
- Draw conclusions

Lesson	Timeframe
Lesson 1 How Fast is Fast?	4-5 days
Lesson 2 Faster than a Speeding Cheetah	4-5 days
Lesson 3 Building for Space Travel	4-5 days
Lesson 4 The Moon Over Star	4-5 days
Lesson 5 Write a Personal Narrative	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.

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