



LESTER C. NOECKER SCHOOL
ROSELAND SCHOOL DISTRICT

ESL Newcomer Curriculum

Grades 2-3

Lester C. Noecker School



Course Overview

The ELL program at the K-6 level offers students a minimum of 30 minutes of instruction with an ELL teacher on a daily basis. This instruction enables the student to progress through the different levels of language proficiency by using various teaching methodologies which include a holistic approach to reading and writing, teaching through content, and the development of critical skills in all domains of language through an emphasis on authentic meaning and language function.

As part of the content driven curriculum, instruction is based on vocabulary with an infusion of the necessary grammatical structures to follow a logical progression of second language acquisition. All instruction is aligned to the student's needs and tailored to the student's language proficiency.

New Jersey's English Language Proficiency Standards, the WIDA Standards, address the knowledge and skills needed by English Language Learners (ELLs) (also known as limited English proficient/LEP students) in grades K through 6 to succeed linguistically and in academic content areas. They reflect the social and academic language expectations of ELLs in grades K-6.

The WIDA Can Do Philosophy reflects the foundational belief that everyone brings valuable contributions to everything they do. Linguistically and culturally diverse learners, in particular, bring a unique set of assets that have the potential to enrich the experiences of all learners and educators.

As young children and students learn additional languages, educators can draw on their assets for the benefit of both the learners themselves and for everyone in the community. By focusing on what language learners can do, we send a powerful message that students from diverse backgrounds enrich our early childhood program and K-6 school.

WIDA believes that multilingual students bring linguistic, cultural, experiential and social and emotional assets not only to the classroom, but to the larger community as well. Some of these assets may be immediately contributed, while others represent future potential. Whenever possible, WIDA promotes the Can-Do Philosophy beyond our organization and into the educational systems and organizations with whom we interact. Students are assessed using a state recommended standardized screening tool in order to determine eligibility and placement. The students' proficiency is tested again in the spring using the state mandated ACCESS test. The results of this test will determine the student's level of proficiency and whether the student is ready to be mainstreamed.

The ESL curriculum is an integrated framework that is designed to prepare English language learners (ELLs) to meet the WIDA English Language Proficiency Standards and the Common

Core State Standards. It incorporates the development of skills in the language/literacy components (listening, speaking, reading, writing, viewing and media literacy), and the utilization of these skills across content areas.

The format is used to enable educators to visualize the developmental nature of language acquisition across language proficiency.

levels. The combined frameworks for large scale assessment and classroom instruction and assessment appear as rubrics in the matrices.

The curriculum is developed based on the four language domains that include Listening, Speaking, Reading, and Writing. The grade level clusters (K, 1, 2-3, 4-6) are indicated at the top of the page. The learning outcomes are examples of observable, measurable language behaviors that English language learners can be expected to demonstrate as they engage in classroom tasks.

GOALS

- English language learners communicate in English for social and instructional purposes within the school setting.
- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.
- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.
- English language learners participate in a program that fulfills each individual's needs and abilities; emphasis is on the whole student, addressing cognitive, social, emotional and physical aspects of each individual.

- English language learners will engage in listening, speaking, reading and writing activities in which they process, understand, interpret, and evaluate spoken language in a variety of situations, and communicate for an array of purposes and audiences.

- English language learners will process, interpret and evaluate written language, symbols and text with understanding and fluency, and engage in written communication in a variety of forms for an array of purposes and audiences.

Scope and Sequence

Month	Unit - Topic
September	Pre-Unit & Assessments
October-November	Unit 1 - Informational Reading and Writing
December - February	Unit 2 - Opinion Writing

FEBRUARY - MARCH - ACCESS 2.0 Testing

March - June	Unit 3 - Narrative Reading and Writing
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WIDA English Language Development Standards

WIDA ELD Standards	Abbreviation	Standard
Standard 1	Social and Instructional Language	English language learners communicate for social and instructional purposes within the school setting.
Standard 2	Language of Language Arts	English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
Standard 3	Language of Mathematics	English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
Standard 4	Language of Science	English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
Standard 5	Language of Social Studies	English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

The Features of Academic Language in the WIDA Standards

The Features of Academic Language operate within sociocultural contexts for language use.

Dimension	Performance Criteria Features	Features
Discourse	Linguistic Complexity (Quantity and variety of oral and written text)	<ul style="list-style-type: none">• Amount of speech/written text• Structure of speech/written text• Density of speech/written text• Coherence and cohesion of ideas• Variety of sentence types to form organized text
Sentence	Language Forms and Conventions (Types, array, and use of language structures)	<ul style="list-style-type: none">• Types and variety of grammatical constructions• Mechanics of sentence types• Fluency of expression• Match language forms to purposes/perspectives<ul style="list-style-type: none">• Formulaic and idiomatic expressions
Word/Phrase	Vocabulary Usage (Specificity of word or phrase choice)	<ul style="list-style-type: none">• General, specific, and technical language• Multiple meanings of words and phrases• Nuances and shades of meaning• Collocations and idioms

Academic Language

Academic Language is divided into three tiers depending on the student's ELP. Each unit or lesson includes academic vocabulary across all tiers that support academic language acquisition and its use through all four domains of language acquisition.

Tier 1	Most common, basic words used in everyday language
Tier 2	High-frequency words and multiple-meaning words across the content areas. These words are often used more commonly in written texts than in common conversation
Tier 3	Low frequency words that are used in specific content areas or domains. These are technical words that are content/subject specific.

English Language Proficiency Descriptors

Level	Students at this proficiency level can...
Beginning	<ul style="list-style-type: none">● Comprehend some key points of teacher explanations, if supported with visuals, gestures, and other scaffolds● Use basic social language to participate in simple face-to-face conversations● Read brief grade-level texts with simple sentences and familiar vocabulary, supported by graphics or pictures● Write or use familiar vocabulary in everyday contexts
Developing	<ul style="list-style-type: none">● Comprehend most key points of teacher explanations with moderate support● Express a variety of personal needs, ideas, and opinions in simple sentences● Read and comprehend simple sentences independently and more complex text supported by graphics or pictures● Write expanded sentences with learned vocabulary
Expanding/Bridging	<ul style="list-style-type: none">● Comprehend almost all key points of teacher explanations with minimal support● Participate in academic conversations in expanded sentences with moderate support● Read increasingly complex grade-level text while relying on prior knowledge and context to gain meaning● Write to meet increasingly complex academic purposes with support

Accommodations and Modifications used in the ELL Classroom

This list includes the accommodations and modifications commonly used to address the needs of ELL students with disabilities (Special Education and 504).

<p>Content/Material Accommodations/Modifications Allow extra time for task completion</p>	<p>Organizational Accommodations Use a consistent daily routine Break down tasks into manageable units</p>
<p><u>Instructional Accommodations</u> Frequently check for understanding Emphasize use of visual aids Simplify task directions Provide hands-on learning activities Provide modeling Assign peer buddies Modify pace of instruction to allow additional processing time Provide small group instruction Demonstrate directions and provide a model or example of completed task Emphasize multi-sensory presentation of data Allow for repetition and/or clarification of directions, as needed Directions repeated, clarified or reworded Provide multi-sensory instruction Allow wait time for processing before calling on student for response Provide visual models of completed tasks</p>	<p><u>Accommodations for Attention/Focus</u> Seat student near front of room Preferential seating Monitor on-task performance Establish and maintain eye contact when giving oral directions Provide short breaks when refocusing is needed Refocusing and redirection <u>Supplemental Services</u> 1:1 Assistant Prompting, cueing and redirecting student participation Reinforcing of personal, social, behavioral and academic learning goals.</p>
<p><u>Social/Behavioral Accommodations</u> Provide opportunities for peer interactions Encourage student to self-advocate Present alternatives to negative behavior Monitor for overload, excess stimuli Maintain communication with home Provide positive reinforcement Provide consistent praise to elevate self esteem Model and role play problem solving</p>	

Pre-Unit

Introduction and Assessments

Summary and Rationale In this unit, students will focus on survival English to ensure that they are able to communicate basic needs within the school and in the community. New students will be assessed for their eligibility to qualify for the ESL program. Eligible students will be placed and scheduled into the program based on grade and/or proficiency level. Pre-assessments will take place during this time.
Recommended Pacing: 3-4 weeks
Standards: WIDA/ELD: Standard 1: English language learners communicate for social and instructional purposes within the school setting.

Instructional Focus

Enduring Understandings	Essential Questions
<ul style="list-style-type: none">• Some language is social language (BICs) and other language is academic (CALPS).• Every class has a routine and rules.• There is some language that will help me communicate better with my peers and teachers.	<ul style="list-style-type: none">• What is the difference between academic and social language and how do we utilize each?• What are the routines and rules for each class?• How can I communicate effectively and clearly with my peers and teachers?
Language Differentiations	Suggested Academic Language
Students may be in groups of varying proficiency levels. In these groups, teachers will provide activities that encourage students to participate in all domains of language acquisition at a level that is appropriate to them based on the ELP indicators on p. 3	Academic language includes discipline-specific content vocabulary, grammar and punctuation, and language conventions specific to a content area. Each unit includes academic language by tiers (as seen in Fig. 1.4) depending on students' English language proficiency

Objectives

Students will know: <ul style="list-style-type: none"> ● That some language is used socially and other language is used academically. ● That each classroom has a routine and rules 	Students will be able to: <ul style="list-style-type: none"> ● Differentiate between social and academic language and use each in the appropriate setting. ● Follow class routines and rules
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Evidence of Learning

<p>Students will be assessed using multiple criteria across domains of language acquisition. Students will demonstrate learning throughout lessons and units of study varying by proficiency level and grade cluster using the following at the appropriate times.</p>
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Unit 1

Informational Reading and Writing

Summary and Rationale

In this unit students will be introduced to a variety of informational reading selections. In addition, the vocabulary, reading strategies, and text features necessary for understanding, analyzing, and synthesizing reading passages. Furthermore, students will be provided with a variety of writing opportunities, such as, but not limited to, comparisons, news stories, biographies, how-to paragraphs, etc. Language features will be reinforced throughout the year as students become more comfortable with the language. Also appropriate in this unit, will be an introduction to the various holidays that take place throughout the unit (Oct.-Dec.). Occurring regularly throughout each of the units, phonics skills may be reinforced depending on abilities. Students will also utilize a variety of content area language skills. This may be done in tandem with the students' regular language arts class. The quality and quantity of the writing will be directly tied to each student's level of English proficiency. Throughout this unit, students are encouraged to use their bilingual and/or monolingual dictionaries as a tool to build on their listening, speaking, reading, and writing in their second language.

Recommended pacing: 12-14 weeks

Standards

WIDA/ELD:

- Standard 1: English language learners communicate for social and instructional purposes within the school setting.
- Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
- Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
- Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
- Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

ELA Connections to Standards

Reading Strategies

- Identify main ideas and details that support main ideas.
- Understand features of different genres (poetry, personal narrative, informational, realistic fiction)
- Determine meaning of words and phrases
- Ask and answer questions to demonstrate understanding of a text
- Describe the relationship between a series of events, using language related to time sequence and cause and effect
- Use information gained from illustrations and words to demonstrate understanding of the text
- Describe logical connections between particular sentences and paragraphs in a text
- Know and apply grade-level phonics and word analysis skills in decoding words

- Know and use various text features to find key information in a text
- Read with accuracy and fluency to support comprehension
- Describe the relationship between scientific ideas or concepts
- Compare and contrast important points presented by a text
- Describe characters and explain how their actions contribute to the sequence of events
- Describe characters and how they respond to events in a story
- Distinguish one's own point of view from that of a narrator or characters
- Recognize how words and phrases give rhythm and meaning to stories and poems

Writing Focus

- Describe sequence of events
- Write a letter Use descriptive language
- Write about a topic and its characteristics
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- Use temporal words and phrases to signal event order
- Use personal, possessive, and indefinite pronouns
- Write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
- Strengthen writing by revising and editing
- Write an informative text to examine a topic and convey ideas and information clearly
- Use the language of comparison and contrast
- Write a news story Strengthen writing by revising and editing
- Use language to signify sequence Use words and phrases that signal temporal relationships
- Write a journal entry
- Use correct end punctuation when writing
- Write narratives with appropriate details to describe an event, using sequence words

Speaking and Listening

- Follow instructions
- Sequence information
- Ask and answer questions to demonstrate understanding of a text
- Participate in conversations
- Read prose orally with accuracy and fluency to support comprehension
- Engage in collaborative discussions
- Determine main ideas and supporting details of information presented in diverse media and formats
- Use language to explain cause and effect
- Use listening and speaking skills to compare and contrast
- Read prose orally with accuracy and fluency to support understanding of a text
- Describe the relationship between a series of events, using language related to time sequence and cause and effect

Grammar and English Conventions

- Read sentences that use antonyms.
- Identify and understand verbs and adjectives by relating them to their opposites
- Identify and use antonyms
- Demonstrate an understanding of word relationships
- Use knowledge of language and its conventions when writing
- Use personal, possessive, and indefinite pronouns
- Determine and clarify the meanings of words and phrases
- Read sentences that use homophones
- Identify and use homophones
- Use end punctuation correctly
- Use temporal words and phrases to signal event order
- Use commas correctly

Instructional Focus

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Knowing my own personal information is important in daily life. • Informational reading and writing can have many forms and is used to communicate information. • WH words are used to get information. • My knowledge of language and its conventions will help me use the language. • Different reading strategies will help me understand a text. • Every culture has special days, holidays and traditions. • The writing process can help me improve my writing skills. • Knowledge of language and its conventions will help me use the language. 	<ul style="list-style-type: none"> • What is the purpose of informational writing, what are some of the forms often utilized, and how is informational text different from other text? • What words do we use to acquire information? <ul style="list-style-type: none"> • What language conventions will help me to be better understood and understand? • What reading strategies will help me better understand a text? • How are special days and holidays celebrated? • How can the writing process help me to become a more fluent writer? • How do we use different language conventions?
Language Differentiations	Suggested Academic Language
Students may be in groups of varying proficiency levels. In these groups, teachers will provide activities that encourage students to participate in all domains of language acquisition at a level that is appropriate to them based on the ELP indicators on p. 3	Academic language includes discipline-specific content vocabulary, grammar and punctuation, and language conventions specific to a content area. Each unit includes academic language by tiers (as seen in Fig. 1.4) depending on students' English language proficiency

Objectives

<p>Students will know:</p> <ul style="list-style-type: none"> ● WH questions ● Verb tenses present, future, past, present continuous/progressive) ● Prepositions (expand) ● Subject-verb agreement (e.g. there is/are), ● Common and proper nouns ● Pronouns ● Punctuation and capitalization ● Words used to solve math problems ● Language of the content areas (such as: map skills and experiments) ● Reading strategies such as: cause and ● Different forms of writing ● The different types of sentences ● The writing process 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Formulate written and oral WH questions ● Utilize verb tenses in oral and written communication ● Demonstrate ability to use prepositions ● Show knowledge of subject-verb agreement ● Identify and use common and proper nouns ● Orally and in writing students will use pronouns ● Utilize rules of punctuation and capitalization ● Demonstrate comprehension of word problems by providing correct responses both orally and in writing. ● Write original word problems by following the model provided and gradually create problems without teacher guidance. ● Utilize reading and writing strategies. ● Show understanding of the four kinds of sentence ● Engage in reading comprehension ● Build vocabulary ● Engage the process of brainstorming. ● Write a paragraph
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Evidence of Learning

<p>Students will be assessed formatively and summatively using multiple criteria across domains of language acquisition. Students will demonstrate learning throughout lessons and units of study varying by proficiency level and grade cluster using the following at the appropriate times:</p> <ul style="list-style-type: none"> ● Reading, writing, speaking, and listening tasks ● Turn and talks ● Checks for understanding (visual/gestures) ● Oral discussions with sentence frames ● Cloze exercises ● Written and oral exit tickets ● Summative unit assessments ● Quizzes to evidence comprehension
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Unit 2

Opinion Writing

Summary and Rationale

In this unit students will be introduced to a variety of persuasive reading selections. In addition, the vocabulary, reading strategies, and text features necessary for understanding, analyzing, and synthesizing reading passages will be reinforced. Furthermore, students will be provided with a variety of writing opportunities, such as, but not limited to, comparisons, giving and supporting opinions, and knowing how to distinguish facts from opinions. Language features will be reinforced throughout the year as students become more comfortable with the language.

Also appropriate in this unit, will be an introduction to the various holidays that take place throughout the unit (Jan-Feb.). Occurring regularly throughout each of the units, phonics skills may be reinforced depending on abilities. Students will also utilize a variety of content area language skills. This may be done in tandem with the students' regular language arts class. The quality and quantity of the writing will be directly tied to each student's level of English proficiency. Throughout this unit, students are encouraged to use their bilingual and/or monolingual dictionaries as a tool to build on their listening, speaking, reading, and writing in their second language.

Recommended pacing: 4-6 Weeks

Standards

WIDA/ELD:

- Standard 1: English language learners communicate for social and instructional purposes within the school setting.
- Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
- Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
- Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
- Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

ELA Connections to Standards

Reading Strategies

- Ask and answer questions to demonstrate understanding of a text
- Describe the relationship between a series of events, using language related to time sequence and cause and effect
- Describe logical connections between particular sentences and paragraphs in a text.
- Use information gained from illustrations and words to demonstrate understanding of the text.
- Know and apply grade-level phonics and word analysis skills in decoding words.

- Know and use various text features to find key information in a text.
- Compare and Contrast important points or different texts.
- Read with accuracy and fluency to support comprehension.
- Understand features of different genres.

Writing Focus

- Use language to tell who, what, when, where why, and how
- Write an opinion and support a point of view with reasons and facts
- Write a descriptive paragraph
- Use descriptive language
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- Strengthen writing by revising and editing
- Describe sequence of events

Speaking and Listening

- Follow instructions
- Sequence information
- Ask and answer questions to demonstrate understanding of a text
- Participate in conversations
- Read prose orally with accuracy and fluency to support comprehension
- Engage in collaborative discussions
- Determine main ideas and supporting details of information presented in diverse media and formats
- Use language to explain cause and effect
- Use listening and speaking skills to compare and contrast
- Read prose orally with accuracy and fluency to support understanding of a text
- Describe the relationship between a series of events, using language related to time sequence and cause and effect

Grammar and English Conventions

- Recognize subject and verb agreement
- Use is with a singular subject and are with a plural subject
- Demonstrate an understanding of word relationships
- Use knowledge of language and its conventions when writing
- Determine and clarify the meanings of words and phrases
- Demonstrate an understanding of verbs and their tenses
- Form the past tense by adding -ed
- Correctly write and use contractions
- Understand how to use an apostrophe
- Use temporal words and phrases to signal event order
- Demonstrate an understanding of root words
- Identify and understand present and past tense
- Form and use irregular verbs
- Identify and write compound words

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Instructional Focus

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Opinion reading and writing can have many forms and is used to communicate information. ● WH-words are used to get information. ● My knowledge of language and its conventions will help me use the language. ● Different reading strategies will help me understand a text. ● The writing process can help me improve my writing skills ● Facts and opinions give different forms of information. ● Main idea is the most important idea and details support the main idea. ● Knowledge of language and its conventions will help me use the language. 	<ul style="list-style-type: none"> ● What is the purpose of persuasive writing, what are some of the forms often utilized, and how is informational text different from other text? ● What words do we use to acquire information? ● What language conventions will help me to be better understood and to understand? ● What reading strategies will help me better understand a text? ● How are special days and holidays celebrated? ● How can the writing process help me to become a more fluent writer? ● How do facts differ from opinions? ● How can we identify and use main ideas and facts from opinions? ● How do we use different language conventions?
Language Differentiations	Suggested Academic Language
Students may be in groups of varying proficiency levels. In these groups, teachers will provide activities that encourage students to participate in all domains of language acquisition at a level that is appropriate to them based on the ELP indicators on p. 3	Academic language includes discipline-specific content vocabulary, grammar and punctuation, and language conventions specific to a content area. Each unit includes academic language by tiers (as seen in Fig. 1.4) depending on students' English language proficiency

Objectives

Students will know:	Students will be able to:
<ul style="list-style-type: none"> ● WH questions ● Verb tenses present, future, past, present continuous/progressive) ● Prepositions (expand) ● Subject-verb agreement (e.g. there is/are), ● Common and proper nouns 	<ul style="list-style-type: none"> ● Utilize WH questions ● Use a variety of verb tenses ● Formulate written and oral WH questions ● Utilize verb tenses in oral and written communication ● Demonstrate ability to use prepositions

<ul style="list-style-type: none"> ● Pronouns ● Punctuation and capitalization ● Language of the content areas (expanded) ● Reading strategies such as: cause and effect ● Different forms of writing ● The different types of sentences ● The writing process ● Adjectives ● Compound words 	<ul style="list-style-type: none"> ● Show knowledge of subject-verb agreement ● Identify and use common and proper nouns ● Orally and in writing students will use pronouns ● Utilize rules of punctuation and capitalization ● Demonstrate comprehension of content area language ● Utilize reading and writing strategies ● Identify and create different forms of writing ● Show understanding of the four kinds of sentences ● Engage in the process of brainstorming and the writing process ● Build vocabulary ● Use adjectives to give an opinion and describe nouns ● Identify and use compound words
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Evidence of Learning

Students will be assessed using multiple criteria across domains of language acquisition. Students will demonstrate learning throughout lessons and units of study varying by proficiency level and grade cluster using the following at the appropriate times:

- Reading, writing, speaking, and listening tasks
- Turn and talks
- Checks for understanding (visual/gestures)
- Oral discussions with sentence frames
- Cloze exercises
- Written and oral exit tickets
- Summative unit assessments
- Quizzes to evidence comprehension

Unit 3

Narrative Reading and Writing

Summary and Rationale

In this unit students will be introduced to a variety of narrative texts and writing. Students will begin this unit by examining the structure of a narrative text using literature. This includes setting, characters/character traits, plot, conflict (problem), and solution, and moral of the story (if any). Students will become familiar with the writing process and use graphic organizers to map out their narratives. Students, when appropriate, will be exposed to narrative theater. Language features will be reinforced throughout the year as students become more comfortable with the language. Also appropriate in this unit, will be an introduction to the various holidays that take place throughout the unit (March - June) Occurring regularly throughout each of the units, phonics skills may be reinforced depending on abilities. Students will also utilize a variety of content area language skills. This may be done in tandem with the students' regular language arts class. The quality and quantity of the writing will be directly tied to each student's level of English proficiency. Throughout this unit, students are encouraged to use their bilingual and/or monolingual dictionaries as a tool to build on their listening, speaking, reading, and writing in their second language

Recommended pacing: 14-16 weeks

Standards

WIDA/ELD:

- Standard 1: English language learners communicate for social and instructional purposes within the school setting.
- Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
- Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
- Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
- Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

ELA Connections to Standards

Reading Strategies

- Identify main ideas and details that support main ideas.
- Determine meaning of words and phrases.
- Ask and answer questions to demonstrate understanding of a text.
- Describe the relationship between a series of events, using language related to cause and effect
- Use information gained from illustrations and words to demonstrate understanding of the text. Describe logical connections between particular sentences and paragraphs in a text.
- Know and apply grade-level phonics and word analysis skills in decoding words.

- Know and use various text features to find key information in a text.
- Read with accuracy and fluency to support comprehension.
- Recognize and use sequence words.
- Make predictions about a story.
- Use information gained from illustrations and words to demonstrate understanding of the text.
- Compare and contrast important points.
- Present important points presented in a text.

Writing Focus

- Use language to signify sequence
- Write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
- Use possessive pronouns correctly in a sentence
- Use words and phrases that describe
- Describe sequence of events
- Write how-to paragraph
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- Strengthen writing by revising and editing
- Use language to state an opinion and support a point of view with details
- Use descriptive language
- Use the language of comparison and contrast
- Use knowledge of language and its conventions
- Distinguish one's own point of view from others
- Write a paragraph stating and defending an opinion
- Use adjectives to add details to sentences
- Write opinion pieces with a clearly stated opinion and reasons that support the opinion
- Write an informative text to examine a topic and convey ideas and information clearly
- Write a personal narrative Write narratives with appropriate details to describe an event, using sequence words

Speaking and Listening

- Follow instructions.
- Ask and answer questions to demonstrate understanding of a text.
- Explain one's own ideas
- Engage in collaborative discussions
- Sequence information Participate in conversations
- Determine main ideas and supporting details of information presented in diverse media and formats
- Determine main ideas and supporting details of information read aloud or presented in diverse media and formats.
- Read prose orally with accuracy and fluency to support comprehension
- Use listening and speaking skills to compare and contrast
- Use language to compare and contrast

- Discuss problem and solution in a story Tell about a character and story using descriptive details, sequence and cause and effect

Grammar and English Conventions

- Demonstrate an understanding of word relationships.
- Understand and correctly use an apostrophe.
- Use possessive nouns.
- Use knowledge of language and its conventions when writing.
- Determine and clarify the meanings of words and phrases
- Use temporal words and phrases to signal event order
- Identify and understand helping verbs and main verbs.
- Identify and understand subject and verb agreement.
- Use is and are correctly in sentences
- Identify and understand possessive pronouns
- Recognize how to change verbs to past tense by adding *-ed* and *-d*

Instructional Focus

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● A narrative is a story (fiction or nonfiction). ● Narrative reading and writing are aimed at entertaining the readers. ● Narrative reading and writing can have many forms ● Transitional words different depending on the purpose of writing. ● Character and setting are important to reading and writing. ● There are four elements in a story. ● My knowledge of language and its conventions will help me use the language. ● Different reading strategies will help me understand a text. ● Every culture has special days, holidays and traditions. ● The writing process can help me improve my writing skills. ● Knowledge of language and its conventions will help me use the language. 	<ul style="list-style-type: none"> ● Can narrative writing be both fiction and nonfiction? What are some of the forms and features of narrative writing? ● What is the purpose of narrative writing? ● What words do we use to sequence when writing a narrative? ● What are the appropriate transition words used in writing a narrative? ● How are character and setting important when reading or writing a narrative? ● What are the four elements in a story? ● What language conventions will help me to be better understood and to understand? ● What reading strategies will help me better understand a text? ● How can the writing process help me to become a more fluent writer? ● How do we use different language conventions?
Language Differentiations	Suggested Academic Language
Students may be in groups of varying	Academic language includes

proficiency levels. In these groups, teachers will provide activities that encourage students to participate in all domains of language acquisition at a level that is appropriate to them based on the ELP indicators on p. 3	discipline-specific content vocabulary, grammar and punctuation, and language conventions specific to a content area. Each unit includes academic language by tiers (as seen in Fig. 1.4) depending on students' English language proficiency
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Objectives

Students will know: <ul style="list-style-type: none"> ● The definition of a narrative text ● The purpose of a narrative text ● The purpose of narrative writing ● The elements of a narrative ● Regular and irregular verbs ● Verb tenses (present, future, past, present continuous/progressive) ● Action Verbs ● Adjectives ● Adverbs ● Prepositions (expand) ● WH questions ● Subject-verb agreement (e.g. there is/are) ● Common and proper nouns ● Pronouns ● Punctuation and capitalization ● Transitional words and phrases <ul style="list-style-type: none"> ● Content area language ● Main idea ● Supporting details ● Sequence ● Use of graphic organizers ● How to summarize ● Paragraph form 	Students will be able to: <ul style="list-style-type: none"> ● Identify a narrative text ● Understand the purpose of a narrative text ● Understand the purpose of narrative writing ● Understand elements of a narrative ● Apply Unit 3 language conventions ● Identify main idea in text ● Identify supporting details in text ● Utilize graphic organizers ● Use transitional words and phrases ● Sequence events/steps ● Write a short summary including the main points ● Vary sentences by using declarative, interrogative, exclamatory, and imperative language
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Evidence of Learning

<p>Students will be assessed using multiple criteria across domains of language acquisition. Students will demonstrate learning throughout lessons and units of study varying by proficiency level and grade cluster using the following at the appropriate times:</p> <ul style="list-style-type: none"> ● Reading, writing, speaking, and listening tasks ● Turn and talks ● Checks for understanding (visual/gestures) ● Oral discussions with sentence frames

- Cloze exercises
- Written and oral exit tickets
- Summative unit assessments
- Quizzes to evidence comprehension