BURCH CHARTER SCHOOL OF EXCLLENCE

English as a Second Language Curriculum Guide - Third Grade

2020-2021

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards at all grade levels;
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21st century world; In ensuring that the district has a well-trained, highly qualified and competent staff; In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

PACING CHART

Unit	Time Frame
1	30-32 days
2	30-32 days
3	20-22 days
4	30-32 days
5	50-52 days
Total Days	**160-170 days**

Performance Definitions for the levels of English language proficiency

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

Level	Definition
6 **Reaching**	• specialized or technical language reflective of the content area at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to proficient English peers
5 **Bridging**	• the technical language of the content areas; • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; • oral or written language approaching comparability to that of English proficient peers when presented with grade level material
4 **Expanding**	• specific and some technical language of the content areas; • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; • oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
3 **Developing**	• general and some specific language of the content areas; • expanded sentences in oral interaction or written paragraphs; • oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support
2 **Beginning**	• general language related to the content areas; • phrases or short sentences; • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
1 **Entering**	• pictorial or graphic representation of the language of the content areas; • words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support

Language development supports for English language learner to increase comprehension and communication skills used as a guide in the classroom and during instruction planning.

Environment	

• Welcoming and stress-free
• Respectful of linguistic and cultural diversity
• Honors students' background knowledge
• Sets clear and high expectations
• Includes routines and norms
• Is thinking-focused vs. answer-seeking
• Offers multiple modalities to engage in content learning and to demonstrate understanding
• Includes explicit instruction of specific language targets
• Provides participation techniques to include all learners
	• Integrates learning centers and games in a meaningful way
	• Provides opportunities to practice and refine receptive and productive skills in English as a new language
	• Integrates meaning and purposeful tasks/activities that:
	   o Are accessible by all students through multiple entry points
	   o Are relevant to students' lives and cultural experiences
	   o Build on prior mathematical learning
	   o Demonstrate high cognitive demand
	   o Offer multiple strategies for solutions
	   o Allow for a language learning experience in addition to content

Sensory Supports*	Graphic Supports*	Interactive Supports*	Verbal and Textual Supports
• Real-life objects (realia) or concrete objects • Physical models • Manipulatives • Pictures & photographs • Visual representations or models such as diagrams or drawings • Videos & films • Newspapers or magazines • Gestures • Physical movements • Music & songs	• Graphs • Charts • Timelines • Number lines • Graphic organizers • Graphing paper	• In a whole group • In a small group • With a partner such as *Turn-and-Talk* • In pairs as a group (first, two pairs work independently, then they form a group of four) • In triads • Cooperative learning structures such as *Think-Pair-Share* • Interactive websites or software • With a mentor or coach	• Labeling • Students' native language • Modeling • Repetitions • Paraphrasing • Summarizing • Guiding questions • Clarifying questions • Probing questions • Leveled questions such as *What? When? Where? How? Why?* • Questioning prompts & cues • Word Banks • Sentence starters • Sentence frames • Discussion frames • Talk moves, including *Wait Time*

WIDA PERFORMANCE DEFINITIONS – LISTENING AND READING

Within sociocultural contexts for processing language...

Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**

Level 6 - Reaching

English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 5 Bridging	• Rich descriptive discourse with complex sentences • Cohesive and organized, related ideas across content areas	• A variety of complex grammatical structures • Sentence patterns characteristic of particular content areas	• Technical and abstract content-area language • Words and expressions with shades of meaning across content areas
Level 4 Expanding	• Connected discourse with a variety of sentences • Expanded related ideas characteristic of particular content areas	• Complex grammatical structures • A broad range of sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words or expressions with multiple meanings across content areas
Level 3 Developing	• Discourse with a series of extended sentences • Related ideas specific to particular content areas	• Compound and some complex grammatical constructions • Sentence patterns across content areas	• Specific content-area language and expressions • Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	• Multiple related simple sentences • An idea with details	• Compound grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions, including cognates • Social and instructional words and expressions across content areas
Level 1 Entering	• Single statements or questions • An idea within words, phrases, or chunks of language	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns	• General content-related words • Everyday social, instructional and some content-related words and phrases

WIDA PERFORMANCE DEFINITIONS – SPEAKING AND WRITING

Within sociocultural contexts for language use…

Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**

Level 6 - Reaching

English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce…

	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 5 Bridging	• Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas characteristic of particular content areas	• A variety of complex grammatical structures matched to purpose • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language, including content-specific collocations • Words and expressions with precise meaning across content areas
Level 4 Expanding	• Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion characteristic of particular content areas	• Compound and complex grammatical structures • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	• Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas across content areas	• Simple and compound grammatical structures with occasional variation • Sentence patterns across content areas	• Specific content language, including cognates and expressions • Words or expressions with multiple meanings used across content areas
Level 2 Emerging	• Phrases or short sentences • Emerging expression of ideas	• Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions • Social and instructional words and expressions across content areas
Level 1 Entering	• Words, phrases, or chunks of language • Single words used to represent ideas	• Phrase-level grammatical structures • Phrasal patterns associated with familiar social and instructional situations	• General content-related words • Everyday social and instructional words and expressions

Educational Technology

Indicators: 8.1.5.A.2, 8.1.5.D.2, 8.1.5.E.1

- Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. (Unit 2, Unit 3, Unit 4)
    Analyze the resource citations in online materials for proper use. (Unit 5)
- Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. (Unit 1, Unit 5)

21st Century Life and Careers Skills

Indicators:, 9.2.4.A.2, 9.2.4.A.3, 9.2.4.A.4

- Identify various life roles and civic and work-related activities in the school, home, and community. (Unit 1, Unit 4, Unit 5)
- Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. (Unit 1)
- Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. (Unit 1, Unit 2, Unit 3, Unit 4, Unit 5)

Career Ready Practices

Indicators: CRP1, CRP2, CRP4, CRP6, CRP7

- Act as responsible and contributing citizen and employee. (Unit 1)
- Apply appropriate academic and technical skills. (Unit 1)
- Communicate clearly and effectively and with reason. (Units 1- 5)
- Employ valid and reliable research strategies. (Units 1,4)

Grade: Third		Content: English as a Second Language	
Unit 1			**Time Frame: 30-32 days**
Grade 3 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language **WIDA ELP Standard 2-Language of Language Arts**			
New Jersey Student Learning Standards: RL.3.1, 3.2, 3.7, 3.10 RF.3.3c, 3.3d, 3.4, 3.4a, 3.4c W.3.1.a, 3.1b, 3.1d, 3.3a, 3.3b, 3.3d L3.1i, 3.2e, 3.2f, 3.3b SL 3.1, 2.3, 3.3, 3.6			**NJSLA-ELA Model Content Framework/NJSLA-ELA Connection:** Short constructed responses to textdependent questions by citing text evidence and using transitional phrases.

Essential Question	Skills	Resources
Reading: *How can readers learn about themselves and others through realistic fiction?*	☐ ☐ Identify elements of a story. ☐ Recount the story's most important events. Ask and answer questions, and make relevant connections with reference to the text. ☐ Compare, contrast and reflect on texts on the same topic. ☐ Use conclusions to make inferences about characters. Describe characters and how their actions affect the story. ☐ Compare and contrast characters in a story. ☐ Use text evidence to support their thinking. ☐ Identify words that refer to cause and effect relationship. ☐ Describe cause and effect relationships in text. ☐ Decode multisyllabic words.	**Fiction:** A Fine, Fine School, The Trial of Cardigan Jones, Destiny's Gift, Pop's Bridge, Roberto Clemente **Non-fiction:** One-Room Schoolhouses, You Be the Jury, Kids Making a Difference, Bridges, Baseball Poems
Essential Questions	**Skills**	**Resources**

| Personal Narrative Writing:

How do writers of narratives hook and hold their readers? | Think of a person who matters and write small moment stories about them. Think of places that matters and write small moment stories about them. Use storytelling to create characters and setting. (Students are pushed away from summarizing stories.) Utilize dialogue appropriately. Stop, reread and edit their writing. Try out different hooks in their writing by using mentor texts. Add details to the most important part of the story (heart of the story). Group similar sentences together to form paragraphs. Edit dialogue by adding more or removing too much. Write complete sentences. Sentences begin with capital letters and have end punctuation. Form and use regular and irregular plural nouns Use commas appropriately | Students should continuously write stories, ranging from 1 paragraph to 3 paragraphs. The goal is for students to publish 2-3 pieces of writing. |

ELL Language Functions: Level 1 Entering & Level 2 Emerging	ELL Language Functions: Level 3 Developing & 4 Expanding	ELL Student Supports
Level 1 & 2 Listen/Speak • Answer questions • Determine • Find • Follow one- step commands • Gestures • Identify _____ • Match _____ • Mimic • Point to _____ • Produce phrases/ words • Repeat _____ • Respond to questions • Seek information • Select • Sequence	**Level 3 & 4 Listen/Speak** • Apply • Ask questions • Clarify information • Connect information • Express connected • Follow multi-step directions • Indicate opposite □□Interpret • Make predictions • Match/Sort • Narrate, Project • Propose • Provide details/ examples • Relate, Respond • Revise, Sequence • Show, Summarize, Tell how	O Audio Books o Bilingual dictionaries o Charts/ Tables/ Graphs/ o Class models o Cooperative groups o Graphic organizer o Graphically supported o Group/partner reading o Highlighted text O Illustrated models/ scenes/text o In L1 or L2 O Internet/ Software programs o Leveled books o Manipulatives o Models/ Figures o Multimedia o Number Lines/ Timelines o Oral discourse/ statements o Pairs/ Partners/ Triads o Photographs/ Pictures o Physical Activities/ TPR O Read aloud o Realia o Sentence Frames o Songs/ Chants o Technology o Using prior knowledge
Level 1 & 2 Read/Write • Answer questions • Compare • Create • Describe • Differentiate • Draw • Find objects • Identify • Label	**Level 3 & 4 Read/Write** • Compare/ contrast • Confirm predictions • Connect • Illustrate/show • Describe • Differentiate • Edit and revise • Explain/tell how • Identify	

- List
- Locate
- Name
- Predict
- Produce words
- Respond to
- Select
- Sequence
- Sort

- Interpret
- Make up
- Match/ Sort
- Narrate
- Propose
- Provide details/ examples
- Relate
- Sequence/Summarize

o   Videos Clips/ Films o Visuals o Word Banks

o   Word/ phrase/chart walls

Vocabulary	Resources	Assessment/Project
Fiction setting, characters, plot, illustrations, mood, conclusion, feelings, traits, motivations, message, theme, compare, contrast, sequence of events Non-fiction Photographs, Captions, Headings, Map, Diagram, cause, effect, literal meaning, nonliteral meaning, context	☐ Houghton Mifflin Harcourt Journeys Text ☐ Houghton Mifflin Harcourt Moving into English	**Formative Assessment** • Open Ended Questions • Weekly Lesson Assessments • Anecdotal Notes • Reading Inventory • ELA SGO Assessment **Summative Assessment** • Unit Assessment **Alternative Assessment** • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan. • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	**Enrichment, Gifted, & Talented**	**6.1.4.A.4, 6.1.4.A.5** Students will conduct a research project on how government officials get their power and compare responsibilities of different levels and branches of government.
☐ Extra time for assigned task ☐ Adjust length of assignment ☐ Repeat, clarify, or reword directions ☐ Short manageable tasks ☐ Small group instruction	• Independent Reading and Writing Projects • Challenging Reading Materials • Utilize technology to demonstrate comprehension of text	

Differentiated Instruction		
ELL		
Level 1 - Entering	**Level 2 - Emerging**	**Level 3 - Developing**
☐ Frontload high utility words that are included in the text.	☐ Complete word webs for high utility vocabulary words.	☐ Use sentence frames to help students draw conclusions from the text.
• ☐ Picture walk through the text Activate prior knowledge about the text by using visual displays to support the oral or written message.	☐ Activate prior knowledge about the text by using visual displays to support the oral or written message.	• ☐☐ Picture walk through the text Write a sentence about each character. Activate prior knowledge about the text by using visual displays to support the oral or written message.
☐ Introduce characters, setting, and plot through pictures and have students repeat each word as you say it.	☐ Choral Reading	• ☐
☐ Analyze a character by using a word to describe the character. Introduce by describing themselves.	☐ Act out vocabulary words	• ☐☐ Choral Reading
• ☐☐ Choral Reading	☐ Ask yes or no questions (i.e. Is this a question, Does this…?)	☐ Ask literal questions-who, when, where, what.
☐ Act out vocabulary words	☐ Use "point to", "circle", "find", "show me", "draw", "match".	Ask questions with 1-3 word answers.
☐ Ask yes or no questions (i.e. Is this a question, Does this…?)	☐ Use a student buddy, if possible someone with the same language.	• ☐ Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. Teach explicit phonemic awareness, phonic rules, and skills. Provide sentence frames.
Use "point to", "circle", "find", "show me", "draw", "match".		Ask the student to write a sentence or so to describe a picture.
Use a student buddy, if possible someone with the same language		
.		

Level 4 - Expanding	Level 5 - Bridging	Level 6 - Reaching
☐ Provide sentence frames showing use of time order words such as *now, soon, and then*. Provide sentence frames to answer cause and effect questions using verb forms: *used to, there is, and there are.* ☐ Work in partnerships to come up with examples of text and graphic features. ☐ Write one or two sentences on why a character feels a certain way. ☐ Work in partnerships to write about the	☐ Provide sentence frames showing use of time order words such as *now, soon, and then*. Provide sentence frames to answer cause and effect questions using verb forms: *used to, there is, and there are.* ☐ Work in partnerships to come up with examples of text and graphic features. ☐ Write one or two sentences on why a character feels a certain way. ☐ Work in partnerships to write about the story's	☐ Use time order words such as *now, soon, and then*. ☐ ☐ Explain cause and effect relationships. Identify and write the purpose of text and graphic features. ☐ Explain why a character feels a certain way. ● Explain the story's problem and solution. Ask student to compare and contrast similarities and differences.

| story's problem and solution.
● Ask student to tell about, describe, explain.
● Encourage students to use full sentences when identifying main ideas and details in illustrated texts.
● Make modifications to assignments and tests. | problem and solution.
☐ Ask student to tell about, describe, explain.
☐ Encourage students to use full sentences when identifying main ideas and details in illustrated texts.
● Make modifications to assignments and tests. | ● Identify & explain main ideas and details in illustrated texts.
● Make modifications to assignments and tests. |

Differentiated Instruction	
Special Education	**504**
☐ Provide text on individual reading levels. ☐ Read the text aloud. ☐ Extra time for assigned tasks ☐ Provide a warning for transitions ☐ Buddy students with peers ☐ Provide immediate feedback ☐ Visual and verbal reminders	☐ Graphic organizer with story structure ☐ Personalized experiences ☐ Adjust length of assignment ☐ Repeat clarify or reword directions ☐ Small group instruction ☐ Brief concrete directions ☐ Provide immediate feedback ☐ Visual graphic organizers

Grade: Third	**Content:** English as a Second Language
Unit: 2	**Time Frame: 30-32 days**

Grade 3 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language **WIDA ELP Standard 2-Language of Language Arts**	

New Jersey Student Learning Standards: RL.3.1, 3.7, 3.10 RI 3.1, 3.7, 3.9, 3.10 RF. 3.3, 3.3a, 3.3c, 3.3d, 3.4, 3.4a, 3.4b, 3.4c W.3.1.a, 3.1b, 3.1c, 3.1d L3.1a, 3.1c, 3.1i, 3.1e, 3.2e, 3.3b, 3.5b, 3.5c, 3.6 SL 3.1, 2.3, 3.3, 3.6	**NJSLA-ELA Model Content Framework/NJSLA-ELA Connection:** Short constructed responses to textdependent questions by citing text evidence and using transitional phrases.

Essential Questions	**Skills**	**Resources**
Reading: *What strategies can readers use to engage in different types of non-fiction?*	☐ Compare and contrast fiction and non-fiction ☐ Look for details that support the facts ☐ Look at the way the information is organized ☐ Use the text and graphic features to learn more about the topic ☐ Compare and contrast informational non-fiction and narrative non-fiction	**Fiction:** The Harvest Birds, The Treasure, Kamishibai Man, Jack Draws a Beanstalk, **Non-fiction:** Bat Loves the Night, A Bat is Born, What Do Illustrators Do?, The True Story of Kamishibai Man
How do readers better understand fiction stories?	☐ Draw conclusions by using details about the characters and events in the story ☐ Use conclusions to infer, or figure out, the message of the story ☐ Use text evidence to support their thinking	Copies of **Amos and Boris** for each student

	• Describe characters	
	• Determine the meanings of words and phrases	
	☐ Decode multisyllabic words.	

Essential Questions	Skills	Resources
Opinion Writing: Response to Literature *How do writers respond to literature by using their opinions?*	**Opinion Writing:** **Response to Literature Lessons** **Preparation: Use the same story (from Unit 2: Lessons 6 & 7) to use as a model for the entire class. (**<u>Bat Loves the Night</u>, <u>A Bat is Born</u>, <u>What Do Illustrators Do?</u> <u>The Harvest Birds</u>, <u>The Treasure</u> or <u>Kamishibai Man</u>) • Develop an opinion about a story • Use a hook to interest your readers by asking your readers a questions that appeals to them • Create 3 reasons that support your opinion • Use linking words (such as for example, because, therefore, so, also, another, since, for this reason) to connect your ideas and reasons that support your opinion. • Elaborate on your writing by adding specific examples from the text/ text evidence. • Stop, reread and edit their writing. • Group similar sentences together to form paragraphs. • End your writing with a conclusion. • Reread and edit your writing for organization. • Use commas appropriately. • Use abstract nouns.	Students will publish a total of 3 pieces of writing. One piece will be in small groups (Students can use their guided reading books in order to have the same text.) Another piece will be written in partnerships. (Students can use their guided reading books in order to have the same text.) A third piece will be written independently. (Students can use their independent reading books or the class read aloud. However, chapter books will be more difficult for students to use rather than picture books).

ELL Language Functions: Level 1 Entering & Level 2 Emerging	ELL Language Functions: Level 3 Developing & 4 Expanding	ELL Student Supports
Level 1 & 2 Listen/Speak • Answer questions • Determine • Find • Follow one- step commands • Gestures • Identify _____ • Match _____ • Mimic • Point to _____ • Produce phrases/ words • Repeat _____ • Respond to questions • Seek information • Select • Sequence	Level 3 & 4 Listen/Speak • Apply • Ask questions • Clarify information • Connect information • Express connected • Follow multi-step directions • Indicate opposite □□Interpret • Make predictions • Match/Sort • Narrate, Project • Propose • Provide details/ examples • Relate, Respond • Revise, Sequence • Show, Summarize, Tell how	o Audio Books o Bilingual dictionaries o Charts/ Tables/ Graphs/ o Class models o Cooperative groups o Graphic organizer o Graphically supported o Group/partner reading o Highlighted text o Illustrated models/ scenes/text o In L1 or L2 o Internet/ Software programs o Leveled books o Manipulatives o Models/ Figures o Multimedia o Number Lines/ Timelines o Oral discourse/ statements o Pairs/ Partners/ Triads o Photographs/ Pictures o Physical Activities/ TPR o Read aloud o Realia o Sentence Frames o Songs/ Chants o Technology o Using prior knowledge
Level 1 & 2 Read/Write • Answer questions • Compare • Create • Describe • Differentiate • Draw • Find objects • Identify • Label	Level 3 & 4 Read/Write • Compare/ contrast • Confirm predictions • Connect • Illustrate/show • Describe • Differentiate • Edit and revise • Explain/tell how • Identify	

• List
• Locate
• Name
• Predict
• Produce
  words
• Respond to
• Select
• Sequence
• Sort
		• Interpret
		• Make up
		• Match/ Sort
		• Narrate
		• Propose
		• Provide details/
		  examples
		• Relate
		• Sequence/Summarize
				o Videos
				Clips/ Films o
				Visuals o Word
				Banks
				o Word/
				phrase/chart
				walls

Vocabulary	Resources	Assessment/Project
Fiction traditional tale, fairy tale, literal and non-literal meanings, conclusions, infer, predict, context, cause and effect, mood	☐ Houghton Mifflin Harcourt Journeys Text ☐ Houghton Mifflin Harcourt Moving into English	**Formative Assessment** • Open Ended Questions • Weekly Lesson Assessments

Non-fiction

Narrative non-fiction, informational non-fiction, sequence of events, domain specific vocabulary, text features, graphic features, sequence

- Anecdotal Notes

Summative Assessment

- Unit Assessment

Alternative Assessment

- For Special Education students refer to accommodations and modifications indicated in IEP.
- For 504 students refer to accommodations indicated in 504 plan.
- ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	**Enrichment, Gifted, & Talented**	**1.3.5.D.1**
☐ Extra time for assigned task ☐ Adjust length of assignment ☐ Repeat, clarify, or reword directions ☐ Short manageable tasks ☐ Small group instruction	• Independent Reading and Writing Projects • Challenging Reading Materials • Utilize technology to demonstrate comprehension of text	☐ Students will make collages of who they are and what makes them unique. Students create a class mural with their collages.

Differentiated Instruction		
ELL		
Level 1 - Entering	**Level 2 - Emerging**	**Level 3 - Developing**
- Frontload high utility words that are included in the text. - Point to graphic and text features and identify them, have students repeat what they are. Model cause and effect through personal experiences. - Picture walk through the text - Activate prior knowledge about the text by using visual displays to support the oral or written message. - Introduce characters, setting, and plot through pictures and have students repeat each word as you say it. - Analyze a character by using a word to describe the character. Introduce by describing themselves.	- Complete word webs for high utility vocabulary words. - Categorize graphic and text features. Ask cause and effect questions allowing students to select answers from given choices. - Picture walk through the text - Have students categorize characters, settings, and plot from familiar stories. Activate prior knowledge about the text by using visual displays to support the oral or written message. - Analyze characters by completing the sentence frame: Character is _____. - Choral Reading - Act out vocabulary words - Ask yes or no questions (i.e. Is this a question,	- Use sentence frames for nonfiction text. Identify graphic and text features using sentence frames. - Ask cause and effect questions allowing students to answer with one word answers. - Picture walk through the text - Write a sentence about each character. Activate prior knowledge about the text by using visual displays to support the oral or written message. - Analyze characters by completing the sentence frame: Character is _____ because _____. - Ask literal questions-who, when, where, what.

☐ Choral Reading ☐ Act out vocabulary words ☐ Ask yes or no questions (i.e. Is this a question, Does this…?) ☐ Use "point to", "circle", "find", "show me", "draw", "match". ☐ Use a student buddy, if possible someone with the same language.	☐ Does this…?) Use "point to", "circle", "find", "show me", "draw", "match". Use visuals such as pictures, gestures, and pointing. ☐ Use a student buddy, if possible someone with the same language.	☐ Ask questions with 1-3 word answers. ☐ Ask questions with an either/or option. ☐ Ask students to list, name, tell, which, categorize, draw, label, or create. ☐ Teach explicit phonemic awareness, phonic rules, and skills. ☐ Provide sentence frames. ☐ Ask the student to write a sentence or so to describe a picture.
Level 4 - Expanding	**Level 5 - Bridging**	**Level 6 - Reaching**
☐ Provide sentence frames showing use of time order words such as *now, soon, and then*. ☐ Provide sentence frames to answer cause and effect questions using verb forms: *used to, there is, and there are.* ☐ Work in partnerships to come up with examples of text and graphic features. ☐ Write one or two sentences on why a character feels a certain way. ☐ Work in partnerships to write about the story's problem and solution. ● Ask student to tell about, describe, explain. ● Encourage students to use full sentences when identifying main ideas and details in illustrated texts. ● Make modifications to assignments and tests.	● Provide sentence frames showing use of transition words. ● Work independently to create examples of text and graphic features ● Provide opportunities for students to answer cause and effect questions using descriptive sentences. ● Write two to three sentences analyzing why characters feel a certain way. ● Use a story map to write a summary of the story. ☐ Ask student to tell about, describe, explain. ☐ Encourage students to use full sentences when identifying main ideas and details in illustrated texts. ● Make modifications to assignments and tests.	● Provide sentence frames showing use of transition words. ● Create a poster of text and graphic features. ● Write a summary independently. Wait additional time after a student response to a question ● Ask student to tell about, describe, explain.

Differentiated Instruction	
Special Education	**504**

▢ Provide text on individual reading levels.
▢ Individualized text to highlight text and graphic features.
▢ Pictorial representations of cause and effect relationships
▢ Read the text aloud.
▢ Extra time for assigned tasks
▢ Provide a warning for transitions
▢ Buddy students with peers
▢ Provide immediate feedback
▢ Visual and verbal reminders
	• ▢ ▢
	    Graphic organizer with story structure
	• ▢ ▢ ▢ Shared text to highlight and label text and graphic
	    ▢ features Matching cause and effect relationships
	    through scenarios written on sentence strips
	    Personalized experiences
	    Adjust length of assignment
	    Repeat clarify or reword directions
	    Small group instruction
	    Brief concrete directions
	▢ Provide immediate feedback
	
	▢ Visual graphic organizers

Grade: Third	Content: English as a Second Language	
Unit: 3		Time Frame: 20-22 days
Grade 3 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language WIDA ELP Standard 2-Language of Language Arts		
New Jersey Student Learning Standards: RL.3.1, 3.2, 3.3, 3.10 RF. 3.3, 3.3d, 3.4, 3.4a, 3.4c W.3.2.a, 3.2b, 3.2c, 3.2d L 3.1f, 3.2c, 3.3b, 3.5a, 3.5b, 3.5c SL 3.1, 2.3, 3.3, 3.6		NJSLA-ELA Model Content Framework/NJSLA-ELA Connection: Short constructed responses to textdependent questions by citing text evidence and using transitional phrases.
Essential Question	Skills	Resources
Reading: *What are the similarities and differences of folktales and legends?*	☐ Compare and contrast characters by supporting with text evidence. ☐ Describe the character by identifying specific character traits (hard working, determined, sly) and how their actions contribute to the plot. ☐ Determine the meanings of words and phrases. ☐ Draw conclusions by using details about the characters and events in the story. ☐ Determine the theme and explain how it is revealed through key details in the text. ☐ Decode multisyllabic words. ☐ Identify idioms. ☐	**Fiction:** Tops and Bottoms Yonder Mountain: A Cherokee Legend **Non-fiction:** Goodness Grows in Gardens The Trail of Tears

Essential Questions	Skills	Resources
Informational Writing: Compare and Contrast *How do writers compare and contrast characters?*	**Suggestions:** Teacher uses Tops and Bottoms as a shared writing piece to compare characters. Students use Beyond Yonder Mountain for independent writing. • Create a list of characteristics about each character. Example: strengths and weaknesses • Construct a topic sentence to start your writing piece. • Develop a reason to support each characteristic. • Locate matching text evidence and include it in your writing. • Use linking words (such as for example, because, therefore, so, also, another, since, for this reason) to connect your ideas and reasons that support your opinion. • Stop, reread and edit their writing. • Group similar sentences together to form paragraphs End your writing with a conclusion. • Reread and edit your writing for organization.	Tops and Bottoms Yonder Mountain: A Cherokee Legend

ELL Language Functions: Level 1 Entering & Level 2 Emerging	ELL Language Functions: Level 3 Developing & 4 Expanding	ELL Student Supports
Level 1 & 2 Listen/Speak • Answer questions • Determine • Find • Follow one- step commands	Level 3 & 4 Listen/Speak • Apply • Ask questions • Clarify information • Connect information • Express connected	o Audio Books o Bilingual dictionaries o Charts/ Tables/ Graphs/ o Class models o Cooperative groups o Graphic organizer

• Gestures
• Identify _____
• Match _____
• Mimic
• Point to _____
• Produce phrases/
  words
• Repeat _____
• Respond to
  questions
• Seek information
• Select
• Sequence
		• Follow multi-step
		directions
		• Indicate opposite
		☐☐Interpret
		• Make predictions
		• Match/Sort
		• Narrate, Project
		• Propose
		• Provide details/
		examples
		• Relate, Respond
		• Revise, Sequence
		• Show,
		Summarize, Tell how
				o Graphically
				supported o
				Group/partner reading
				o Highlighted text
				o Illustrated
				models/ scenes/text o
				In L1 or L2
				o Internet/
				Software programs o
				Leveled books o
				Manipulatives o
				Models/ Figures o
				Multimedia o

Level 1 & 2 Read/Write		Level 3 & 4 Read/Write		Number Lines/
• Answer questions		• Compare/ contrast		Timelines o Oral
• Compare		• Confirm predictions		discourse/ statements
• Create		• Connect		o Pairs/ Partners/
• Describe		• Illustrate/show		Triads o
• Differentiate		• Describe		Photographs/ Pictures
• Draw		• Differentiate		o Physical Activities/
• Find objects		• Edit and revise		TPR
• Identify		• Explain/tell how		o Read aloud o
• Label		• Identify		Realia o Sentence
• List		• Interpret		Frames o Songs/
• Locate		• Make up		Chants o Technology
• Name		• Match/ Sort		o Using prior
• Predict		• Narrate		knowledge o Videos
• Produce words		• Propose		Clips/ Films o Visuals
• Respond to		• Provide details/ examples		o Word Banks
• Select		• Relate		o Word/
• Sequence		• Sequence/Summarize		phrase/chart walls
• Sort				

Vocabulary	Resources	Assessment/Project
Fiction theme, trickster tale, compare and contrast, analyze, evaluate, legend, story message	☐ Houghton Mifflin Harcourt Journeys Text ☐ Houghton Mifflin Harcourt Moving into English	**Formative Assessment** • Open Ended Questions • Weekly Lesson Assessments

Non-fiction map, informational text, headings		• Anecdotal Notes **Summative Assessment** • Unit Assessment **Alternative Assessment** • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan. • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	**Enrichment, Gifted, & Talented**	**6.1.4.A.2**
▯ Extra time for assigned task ▯ Adjust length of assignment ▯ Repeat, clarify, or reword directions ▯ Short manageable tasks ▯ Small group instruction	• Independent Reading and Writing Projects • Challenging Reading Materials • Utilize technology to demonstrate comprehension of text	▯ Discuss how at different times in history and cultures, peoples have chosen or choose their leaders in different ways. Compare and contrast how the leader was chosen in "Yonder Mountain" versus how the United States chooses their leader.

Differentiated Instruction		
ELL		
Level 1 - Entering	**Level 2 - Emerging**	**Level 3 - Developing**
☐ Distribute copies of a short shared text and students can identify main idea by circling the important part of the text. ☐ Frontload high utility words that are included in the text. • ☐ Picture walk through the text ☐ Activate prior knowledge about the text by using visual displays to support the oral or written message. ☐ Analyze a character by using a word to describe the character. Introduce by describing themselves. • ☐ ☐ Choral Reading Act out vocabulary words ☐ Ask yes or no questions (i.e. Is this a question, Does this…?) Use "point to", "circle", "find", "show me", "draw", "match".	☐ Discuss main idea and what it means. Connect to real life experiences. With a shared text, identify main idea and details by circling main idea and labeling details in the text. ☐ Complete word webs for high utility vocabulary words. ☐ Have students categorize characters, settings, and plot from familiar stories. ☐ Activate prior knowledge about the text by using visual displays to support the oral or written message. ☐ Choral Reading ☐ Act out vocabulary words ☐ Ask yes or no questions (i.e. Is this a question, Does this…?) ☐ Use "point to", "circle", "find", "show me", "draw", "match". Use a student buddy, if possible someone with	☐ With a shared text, use sentence frames to identify main idea and details. Use sentence frames for nonfiction text. Identify graphic and text features using sentence frames. • ☐ ☐ Picture walk through the text • ☐ Write a sentence about each character. Activate prior knowledge about the text by using visual displays to support the oral or written message. • ☐ ☐ Choral Reading Ask literal questions-who, when, where, what. ☐ Ask questions with 1-3 word answers. Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. Teach explicit phonemic awareness,

☐ Use a student buddy, if possible someone with the same language.	the same language.	phonic rules, and skills. ☐ Provide sentence frames. ☐ Ask the student to write a sentence or so to describe a picture.

Level 4 - Expanding	Level 5 - Bridging	Level 6 - Reaching
• Work in partnerships over a shared text to identify main idea and details. • Ask student to tell about, describe, explain. • Encourage students to use full sentences when identifying main ideas and details in illustrated texts. • Make modifications to assignments and tests.	• Write two to three sentences explaining main idea and details. • Use a story map to write a summary of the story. Ask student to tell about, describe, explain. ◻ Encourage students to use full sentences when ◻ identifying main ideas and details in illustrated texts. Make modifications to assignments and tests. •	• Using an independent text, write main idea and details using full sentences. Write a summary independently. Ask student to tell about, describe, explain.

Differentiated Instruction	
Special Education	**504**

Special Education	504
◻ Main Idea and details with a simpler text ◻ Individualized text to highlight text and graphic features. ◻ Read the text aloud. ◻ Extra time for assigned tasks ◻ Provide a warning for transitions ◻ Buddy students with peers ◻ Provide immediate feedback ◻ Visual and verbal reminders	• ◻ ◻ Graphic organizer with main idea and details • ◻ ◻ ◻ Shared text to highlight main idea and details Matching main idea and details through scenarios written on sentence strips Personalized experiences Adjust length of assignment Repeat clarify or reword directions Small group instruction ◻ Brief concrete directions ◻ Provide immediate feedback

	□	Visual graphic organizers

Grade: Third	**Content:** English as a Second Language

Unit: 4	**Time Frame: 30-32 days**

Grade 3 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language
WIDA ELP Standard 2-Language of Language Arts

New Jersey Student Learning Standards: RL 3.2, 3.3, 3.5 RI 3.1, 3.2, 3.3, 3.7, 3.8, 3.9, 3.10 RF. 3.3, 3.4b, 3.3c, 3.3d, 3.4, 3.4a, 3.4c W.3.1.a, 3.1b, 3.1c, 3.1d, 3.5, 3.10 L 3.1a, 3.1b, 3.1d, 3.1e, 3.1f, 3.1.g, 3.2a, 3.3b, 3.4b, 3.4c SL 3.1, 2.3, 3.3, 3.6	**NJSLA-ELA Model Content Framework/NJSLA-ELA Connection:** Short constructed responses to textdependent questions by citing text evidence and using transitional phrases.

Essential Question	**Skills**	**Resources**
Reading: *How can you enhance your understanding of a nonfiction text?*	□ Use text evidence to draw conclusion. □ Develop inferences by using text evidence. □ Determine the main idea. □ Identify details that support the facts. □ Examine how the information is organized. □ Use the text and graphic features to learn more about the topic. □ Decode multisyllabic words. □ Identify words roots. □ Identify cause and effect. □ Use text features and words to demonstrate understanding of the text.	**Non-fiction:** The Albertosaurus Mystery: Philip Currie's Hunt in the Badlands Finding Fossils is Fun A Tree is Growing Life on Ice Copies of **Boy, We Were Wrong About Dinosaurs** for each student. **Fiction:** Stopping by Woods on a Snowy Evening The Raven: An Inuit Myth

| How do the story elements (setting, characters, plot, scenes) help readers better understand the story? | • Identify the problem the characters face and how they resolve it.
• Explain how plays are organized into scenes.
• Draw conclusions by using details about the characters and events in the story.
• Describe the character by identifying specific character traits (hard working, determined, sly).
• Use conclusions to infer, or figure out, the central message/theme or lesson of the story.
• Use text evidence to support their thinking.
• Determine the theme of the text.
Use text features to support understanding of the text. | **Fiction:**
Two Bear Cubs

Non-fiction:
Whose Land Is It? |

Essential Questions	**Skills**	**Resources**
Opinion Writing: Persuasive Letters or Essays *How do writers persuade their readers?*	☐ Discuss the 5 parts of a letter (address, greeting, heading, body, closing & signature). ☐ Use a hook to interest your readers (ask a question, explain why the topic matters, tell a surprising fact or give background information). ☐ State your opinion. ☐ Create 3 reasons that support your opinion. Use linking words (such as for example, because, therefore, so, also, another, since, for this reason) to connect your ideas and reasons that support your opinion. ☐ Use adjectives and/or adverbs to compare specific parts of the writing. Elaborate on your writing by adding specific examples from the text/ text evidence. ☐	Students will publish a total of 2-3 letters. **Suggested Structure:** Students compose letters every day. Later, students edit their letters by including a heading, greeting, body, closing and signature. Finally, students publish 2-3 letters. (Students can use Word or Google Docs to compose their letters.) **Read Aloud Suggestions:** Don't Let the Pigeon Drive the Bus! Don't' Let the Pigeon Stay Up Late! The Pigeon Wants a Puppy The Pigeon Needs a Bath!

	Stop, reread and edit their writing.	

	☐ End your writing with a conclusion. ☐ Reread and edit your writing for organization. ☐ Utilize adverbs correctly in writing. ☐ Utilize adjectives that compare in writing. ☐ Understand and properly use the suffix –ly. ☐ Capitalize proper nouns. ☐ Identify and use forms of the word "be." ☐ Identify and use irregular verbs correctly. ☐ Identify and use prefixes: pre, re, bi correctly. ☐	Yours Truly Goldilocks Detective LaRue: Letters from the Investigation Detective LaRue: Letters from Obedience School The Day the Crayons Quit The Day the Crayons Came Back **Writing Prompts:** Students can write a letter to the character to convince him/her about a particular issue related to the plot. Students can write a letter to the author persuading him/her to change the ending or write another book. Students can write a letter to a classmate persuading him/her to… Students can write a letter to the principal, teacher, mayor, governor, senator, president etc…

ELL Language Functions: Level 1 Entering & Level 2 Emerging	ELL Language Functions: Level 3 Developing & 4 Expanding	ELL Student Supports
Level 1 & 2 Listen/Speak • Answer questions • Determine • Find • Follow one- step commands • Gestures • Identify _____ • Match _____ • Mimic • Point to _____ • Produce phrases/ words • Repeat _____ • Respond to questions • Seek information • Select • Sequence	**Level 3 & 4 Listen/Speak** • Apply • Ask questions • Clarify information • Connect information • Express connected • Follow multi-step directions • Indicate opposite ☐☐Interpret • Make predictions • Match/Sort • Narrate, Project • Propose • Provide details/ examples • Relate, Respond • Revise, Sequence • Show, Summarize, Tell how	o Audio Books o Bilingual dictionaries o Charts/ Tables/ Graphs/ o Class models o Cooperative groups o Graphic organizer o Graphically supported o Group/partner reading o Highlighted text o Illustrated models/ scenes/text o In L1 or L2 o Internet/ Software programs o Leveled books o Manipulatives o Models/ Figures o Multimedia o Number Lines/ Timelines o Oral discourse/ statements o Pairs/ Partners/ Triads o Photographs/ Pictures o Physical Activities/ TPR o Read aloud o Realia o Sentence Frames o Songs/ Chants o Technology o Using prior knowledge
Level 1 & 2 Read/Write • Answer questions • Compare • Create • Describe • Differentiate • Draw • Find objects • Identify • Label	**Level 3 & 4 Read/Write** • Compare/ contrast • Confirm predictions • Connect • Illustrate/show • Describe • Differentiate • Edit and revise • Explain/tell how • Identify	

List		Interpret		o Videos Clips/ Films o Visuals o Word Banks o Word/ phrase/chart walls
• List		• Interpret		
• Locate		• Make up		
• Name		• Match/ Sort		
• Predict		• Narrate		
• Produce words		• Propose		
• Respond to		• Provide details/ examples		
• Select		• Relate		
• Sequence		• Sequence/Summarize		
• Sort				

Vocabulary	Resources	Assessment/Project
Fiction Stanza, setting, characters, plot, scenes, summarize, story message, myth	▢ Houghton Mifflin Harcourt Journeys Text ▢ Houghton Mifflin Harcourt Moving into English	**Formative Assessment** • Open Ended Questions • Weekly Lesson Assessments

Non-fiction conclusions, point-of-view, informational text, chart, text features, graphic features, domain, photographs, captions, main idea, details, literal meaning, nonliteral meaning, context	• Anecdotal Notes **Summative Assessment** • Unit Assessment **Alternative Assessment** • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan. • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	**Enrichment, Gifted, & Talented**	**3-LS4-1**
☐ Extra time for assigned task ☐ Adjust length of assignment ☐ Repeat, clarify, or reword directions ☐ Short manageable tasks ☐ Small group instruction	• Independent Reading and Writing Projects • Challenging Reading Materials • Utilize technology to demonstrate comprehension of text	☐ Students will research fossils after reading "The Albertosaurus Mystery: Philip Currie's, Hunt in the Badlands, Finding Fossils is Fun, and Boy Were We Wrong About Dinosaurs?" and research how to distinguish whether it is from a plant or an animal and lived on land or water.

Differentiated Instruction		
ELL		
Level 1 - Entering	Level 2 - Emerging	Level 3 - Developing
☐ Frontload high utility words that are included in the text. ☐ Think aloud using gestures and pictures how to draw conclusions from text using examples using sentences such as "It makes me _____. • ☐ It helps me _____." Picture walk through the text Activate prior knowledge about the text by using visual displays to support the oral or written message. ☐ Analyze a character by using a word to describe the character. Introduce by describing themselves. • ☐ ☐ Choral Reading Act out vocabulary words Ask yes or no questions (i.e. Is this a question,	☐ Complete word webs for high utility vocabulary words. ☐ Think aloud using gestures and pictures how to draw conclusions from text using examples using sentences such as "It makes me _____. It helps me _____." Have students participate as they are able to. ☐ Activate prior knowledge about the text by using visual displays to support the oral or written message. ☐ Choral Reading ☐ Act out vocabulary words ☐ Ask yes or no questions (i.e. Is this a question, Does this…?) ☐ Use "point to", "circle", "find", "show me", "draw", "match".	☐ Use sentence frames to help students draw conclusions from the text. • ☐ ☐ Picture walk through the text Write a sentence about each character. Activate prior knowledge about the text by using visual displays to support the oral or written message. • ☐ ☐ Choral Reading ☐ Ask literal questions-who, when, where, what. Ask questions with 1-3 word answers. Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. Teach explicit phonemic awareness, phonic rules, and skills.
Does this…?) Use "point to", "circle", "find", "show me", "draw", "match". ☐ Use a student buddy, if possible someone with the same language. ☐	☐ Use a student buddy, if possible someone with the same language.	☐ Provide sentence frames. ☐ Ask the student to write a sentence or so to describe a picture.

Level 4 - Expanding	Level 5 - Bridging	Level 6 - Reaching
• When drawing conclusion from text details students will use sentences such as "It makes me and It helps me…". • Encourage students to use full sentences when identifying main ideas and details in illustrated texts. • Make modifications to assignments and tests.	• Write two to three sentences explaining main idea and details. When drawing conclusion from text details • students will use sentences such as "It makes me and It helps me…" and elaborate on their response. Use a story map to write a summary of the story. • Ask student to tell about, describe, explain. Encourage students to use full sentences when identifying main ideas and details in illustrated texts. ☐ Make modifications to assignments and tests. ☐ •	• Using an independent text, write main idea and details using full sentences. • Write a paragraph explaining conclusions that they drew from text details and give support for their conclusion. Write a summary • independently. Ask student to tell about, describe, explain.

Differentiated Instruction	
Special Education	**504**
☐ ☐ ☐ ☐ ☐ Sentence frames ☐ ☐ Read the text aloud. Extra time for assigned tasks Provide a warning for transitions Buddy students with peers Provide immediate feedback Visual and verbal reminders	☐ ☐ ☐ ☐ ☐ Graphic organizer with drawing conclusion and details ☐ ☐ Personalized experiences Adjust length of assignment Repeat clarify or reword directions Small group instruction Brief concrete directions Provide immediate feedback ☐ Visual graphic organizers

Grade: Third	Content: English as a Second Language	
Unit: 5		Time Frame: 50-52 days
Grade 3 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language WIDA ELP Standard 2-Language of Language Arts		
New Jersey Student Learning Standards: RI 3.1, 3.2, 3.3, 3.4,3.5, 3.6 3.7, 3.8, 3.9, 3.10 RL 3.1, 3.2, 3.3, 3.4, 3.5, 3.6,3.7, 3.9 RF 3.3, 3.3a, 3.3c, 3.3d, 3.4, 3.4a, 3.4b, 3.4c W 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 L 3.1a, 3.1g, 3.1h, 3.1i, 3.2 a-g 3.3a, 3.3a, 3.3b, 3.4a, 3.4b-d, 3.5b, 3.5c, 3.6 SL 3.1, 3.2, 3.3, 3.4, 3.5, 3.6		NJSLA-ELA Model Content Framework/NJSLA-ELA Connection: Short constructed responses to textdependent questions by citing text evidence and using transitional phrases.
Essential Question	Skills	Resources
Reading: *How do nonfiction and fiction texts teach us about the world?*	☐ Compare characters from the past to present day people in their lives by including text evidence. ☐ Compare the setting from the past to present day neighborhoods by including text evidence. ☐ Examine text for details that support that the story took place in the past. ☐ Determine the meanings of words and phrases. ☐ Draw conclusions by using details about the characters and events in the story. ☐ Use conclusions to infer, or figure out, the message/theme of the story. ☐ Decode multisyllabic words ☐ Identify and specifically point out different types of figurative language.	**Fiction:** Sarah, Plain and Tall Paca and the Beetle: A Folktale from Brazil Ode to My Shoes A New Team of Heroes "Defender" "Spellbound" Saving Buster Company's Coming

	• Use text evidence to support their thinking. ☐ Determine the main idea of the text. • Recall key ideas from an informational text. • Make connections between events, ideas, or concepts in a text. • Use information from graphic & text features to understand informational text. • Identify the prefix - non- and the suffixes –less, -ness, -able. • Identify main idea and details • Determine the moral of a folktale • Compare and contrast myths and folktales (characters, setting, plot) • Distinguish literal from nonliteral language • Distinguishing fact from opinion • Describe characters in a story and explain how their actions contribute to the plot. • Determine character traits. • Identify how the character traits' impact the plot. • Monitoring understanding as reading.	**Non-fiction:** Wagons of the Old West The Journey: Stories of Migration Mountains: Surviving on Mt. Everest The Foot Race Across America Fast Track Becoming Anything He Wants to Be C-H-A-M-P-I-O-N Acting Across Generations
Essential Question	**Skills**	**Resources**
Writing: *How do writers respond to a timed writing task?*	**Fiction:** Sarah, Plain and Tall <u>WRITING TASK 1</u>: **Compare and contrast your life to Caleb and Anna's life.** **The Literary Analysis Task Scoring Rubric for grade 3 should be used to score this task.** • Write complete sentences. • Sentences begin with capital letters and have end punctuation. • Utilize adverbs that compare –er, -est and –ly correctly.	The stories from Unit 5 will have accompanying NJSLA-ELA Aligned writing TASKS. Teachers will model an example of a lead to begin the first paragraph. Students will revise and edit their writing by using a writers' checklist of the skills/strategies that you have

	☐ Utilize the prefix- non- in writing.	taught in writing.
Writing: *How do writers respond to a timed writing task?*	**Non-fiction:** The Journey: Stories of Migration **WRITING TASK 2: Write a letter to your friend comparing/contrasting how locusts and whales migrate. Include information from the text.** **Non-fiction:** Mountains: Surviving on Mt. Everest **WRITING TASK 3: Write a letter to your friend explaining the challenges of climbing Mt. Everest. Use ideas and facts from the text in your letter. The Research Simulation Task Scoring Rubric for grade 3 should be used to score this task.** • Write complete sentences. • Be sure that sentences begin with capital letters and have end punctuation. • Use adjectives that compare –er- in writing. • Use adverbs that compare –er, -est and –ly in writing.	The stories from Unit 5 will have accompanying NJSLA-ELA Aligned writing TASKS. Teachers will model an example of a lead to begin the first paragraph. Students will revise and edit their writing by using a writers' checklist of the skills/strategies that you have taught in writing.

Essential Questions	Skills	Resources
Informational Writing: Research Report *How do writers research information from various sources to write about a topic of interest?*	☐ Think of a topic that interests you or you know a lot about. ☐ List 4-5 heading/subtopics to organize your writing (this will be used as a table of contents and organized from most important to least important). ☐ Write a little bit about each topic in your own words- summarize (not plagiarize). ☐ Writers draft and revise in each section of their table of contents. ☐ Choices for organization: 　*Boxes and bullets 　*Pros and cons 　*Cause and effect 　*Compare and Contrast 　*Narrative ☐ Use scientific/specific/vocabulary words from the content to explain your subject (words can be written/typed in bold text and added to the glossary with accompanying definitions). ☐ Use a variety of graphic features. ☐ Use a variety of text features. ☐ Write complete sentences. ☐ Ensure sentences begin with capital letters and have end punctuation. ☐ Identify and use the suffix –ion- correctly. ☐ Understand how to abbreviate days, months and place names. ☐ Identify word roots. ☐ Use commas and sentences correctly in writing. ☐ Use prepositions and prepositional phrases in writing. ☐ Use correct pronouns in writing. ☐	Students should research from various sources such as books, magazines and online data bases. The goal is for students to publish 1 piece of writing. Students may choose to create a Google Slide or PowerPoint Presentation of their information.

ELL Language Functions: Level 1 Entering & Level 2 Emerging	ELL Language Functions: Level 3 Developing & 4 Expanding	ELL Student Supports
Level 1 & 2 Listen/Speak • Answer questions • Determine • Find • Follow one- step commands • Gestures • Identify _____ • Match _____ • Mimic • Point to _____ • Produce phrases/ words • Repeat _____ • Respond to questions • Seek information • Select • Sequence	**Level 3 & 4 Listen/Speak** • Apply • Ask questions • Clarify information • Connect information • Express connected • Follow multi-step directions • Indicate opposite □□Interpret • Make predictions • Match/Sort • Narrate, Project • Propose • Provide details/ examples • Relate, Respond • Revise, Sequence • Show, Summarize, Tell how	o Audio Books o Bilingual dictionaries o Charts/ Tables/ Graphs/ o Class models o Cooperative groups o Graphic organizer o Graphically supported o Group/partner reading o Highlighted text o Illustrated models/ scenes/text o In L1 or L2 o Internet/ Software programs o Leveled books o Manipulatives o Models/ Figures o Multimedia o Number Lines/ Timelines o Oral discourse/ statements o Pairs/ Partners/ Triads o Photographs/ Pictures o Physical Activities/ TPR o Read aloud o Realia o Sentence Frames o Songs/ Chants o Technology o Using prior knowledge
Level 1 & 2 Read/Write • Answer questions • Compare • Create • Describe • Differentiate • Draw • Find objects • Identify • Label	**Level 3 & 4 Read/Write** • Compare/ contrast • Confirm predictions • Connect • Illustrate/show • Describe • Differentiate • Edit and revise • Explain/tell how • Identify	

• List • Locate • Name • Predict • Produce words • Respond to • Select • Sequence • Sort		• Interpret • Make up • Match/ Sort • Narrate • Propose • Provide details/ examples • Relate • Sequence/Summarize		o Videos Clips/ Films o Visuals o Word Banks o Word/ phrase/chart walls

Vocabulary	Resources	Assessment/Project
Fiction story structure (setting, characters and plot), fable, story message, play, stage directions, folktale, characters, traits, motivations, feeling, monitor, clarify, conclusion, questions **Non-fiction** diagram, informational text, compare and contrast, adjective, adverb, text feature, graphic feature, main idea, details	☐ Houghton Mifflin Harcourt Journeys Text ☐ Houghton Mifflin Harcourt Moving into English	**Formative Assessment** • Open Ended Questions • Weekly Lesson Assessments • Anecdotal Notes • Reading Inventory • ELA SGO Assessment **Summative Assessment** • Unit Assessment **Alternative Assessment** • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan. ELL students should receive extended time, word to word dictionary,

		directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	**Enrichment, Gifted, & Talented**	**3-LS4-3**
☐ Extra time for assigned task ☐ Adjust length of assignment ☐ Repeat, clarify, or reword directions ☐ Short manageable tasks ☐ Small group instruction	• Independent Reading and Writing Projects • Challenging Reading Materials • Utilize technology to demonstrate comprehension of text	☐ Students will research an animal that migrates. Students will work in partnerships to create a Google Slides presentation and present it to the class.

Differentiated Instruction		
ELL		
Level 1 - Entering	**Level 2 - Emerging**	**Level 3 - Developing**
☐ Frontload high utility words that are included in the text. ☐ Introduce compare and contrast by comparing and contrasting classroom objects. Have students repeat as you compare and contrast with statements such as, "The pencil is smaller than the desk." • ☐ Picture walk through the text • ☐ ☐ Activate prior knowledge about the text by using visual displays to support the oral or written message. ☐ Choral Reading Act out vocabulary words ☐ Ask yes or no questions (i.e. Is this a	☐ Complete word webs for high utility vocabulary words. ☐ Compare and contrast by having students identify words when comparing two animals using statements such as "A whale is _____ and a _____ than a locust." ☐ Activate prior knowledge about the text by using visual displays to support the oral or written message. ☐ Choral Reading ☐ Act out vocabulary words ☐ Ask yes or no questions (i.e. Is this a question, Does this…?) ☐ Use "point to", "circle", "find", "show me",	☐ Provide sentence frames "A _____ is _____ and a _____ than a _____". • ☐ ☐ Picture walk through the text Write a sentence about each character. Activate prior knowledge • ☐ about the text by using visual displays to support the oral or written message. • ☐ ☐ Choral Reading ☐ Ask literal questions-who, when, where, what. • ☐ Ask questions with 1-3 word answers. Ask questions with an either/or

question, Does this…?) Use "point to", "circle", "find", "show me", "draw", "match". Use a student buddy, if possible someone with the same language.	☐ "draw", "match". Use a student buddy, if possible someone with the same language.	option. Ask students to list, name, tell, which, categorize, draw, label, or create. Teach explicit phonemic awareness, phonic rules, and skills. Provide sentence frames. Ask the student to write a sentence or so to describe a picture.

Level 4 - Expanding	Level 5 - Bridging	Level 6 - Reaching
● Work in partnerships to write sentences using comparative adjective and adjectives joined by conjunctions. ● Encourage students to use full sentences when identifying main ideas and details in illustrated texts. ● Make modifications to assignments and tests.	● Write two to three sentences comparing and contrasting two topics. ● Use a story map to write a summary of the story. ☐ Ask student to tell about, describe, explain. ☐ Encourage students to use full sentences when identifying main ideas and details in illustrated texts. ● Make modifications to assignments and tests.	● Using an independent text, write a compare and contrast paragraph. Write ● a paragraph explaining conclusions that they drew from text details and give support for their conclusion. Write a ● summary independently. Ask student to ● tell about, describe, explain.

Differentiated Instruction	
Special Education	**504**
☐ ☐ ☐ Venn Diagram comparing and contrasting two classroom ☐ ☐ ☐ objects Sentence frames Read the text aloud. Extra time for assigned tasks Provide a warning for transitions Buddy students with peers Provide immediate feedback Visual and verbal reminders	- Venn Diagram in partnerships comparing and contrasting characters or animals from the text - Personalized experiences - Adjust length of assignment - Repeat clarify or reword directions - Small group instruction - Brief concrete directions - Provide immediate feedback - Visual graphic organizers