



BURCH CHARTER SCHOOL OF EXCELLENCE

English as a Second Language Curriculum Guide - Fourth 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. 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 Hackensack 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	35-40 days
2	20-25 days
3	25 days
4	30 days
5	50 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:

<p>6 Reaching</p>	<ul style="list-style-type: none"> 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
<p>5 Bridging</p>	<ul style="list-style-type: none"> 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
<p>4 Expanding</p>	<ul style="list-style-type: none"> 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
<p>3 Developing</p>	<ul style="list-style-type: none"> 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
<p>2 Beginning</p>	<ul style="list-style-type: none"> 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
<p>1 Entering</p>	<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Are accessible by all students through multiple entry points ○ Are relevant to students' lives and cultural experiences ○ Build on prior mathematical learning ○ Demonstrate high cognitive demand ○ Offer multiple strategies for solutions ○ Allow for a language learning experience in addition to content

Sensory Supports*	Graphic Supports*	Interactive Supports*	Verbal and Textual Supports
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Graphs • Charts • Timelines • Number lines • Graphic organizers • Graphing paper 	<ul style="list-style-type: none"> • In a whole group • In a small group • With a partner such as <i>Turn-and-Talk</i> • In pairs as a group (first, two pairs work independently, then they form a group of four) • In triads • Cooperative learning structures such as <i>Think-Pair-Share</i> • Interactive websites or software • With a mentor or coach 	<ul style="list-style-type: none"> • Labeling • Students' native language • Modeling • Repetitions • Paraphrasing • Summarizing • Guiding questions • Clarifying questions • Probing questions • Leveled questions such as <i>What? When? Where? How? Why?</i> • Questioning prompts & cues • Word Banks • Sentence starters • Sentence frames • Discussion frames • Talk moves, including <i>Wait Time</i>

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
<p>Level 6 - Reaching</p> <p>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.</p>			
<p>At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...</p>			
Level 5 Bridging	<ul style="list-style-type: none"> • Rich descriptive discourse with complex sentences • Cohesive and organized, related ideas across content areas 	<ul style="list-style-type: none"> • A variety of complex grammatical structures • Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Technical and abstract content-area language • Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> • Connected discourse with a variety of sentences • Expanded related ideas characteristic of particular content areas 	<ul style="list-style-type: none"> • Complex grammatical structures • A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Specific and some technical content-area language • Words or expressions with multiple meanings across content areas
Level 3 Developing	<ul style="list-style-type: none"> • Discourse with a series of extended sentences • Related ideas specific to particular content areas 	<ul style="list-style-type: none"> • Compound and some complex grammatical constructions • Sentence patterns across content areas 	<ul style="list-style-type: none"> • Specific content-area language and expressions • Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> • Multiple related simple sentences • An idea with details 	<ul style="list-style-type: none"> • Compound grammatical structures • Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • General content words and expressions, including cognates • Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> • Single statements or questions • An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> • Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns 	<ul style="list-style-type: none"> • 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...			
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas characteristic of particular content areas 	<ul style="list-style-type: none"> A variety of complex grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with precise meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion characteristic of particular content areas 	<ul style="list-style-type: none"> Compound and complex grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas across content areas 	<ul style="list-style-type: none"> Simple and compound grammatical structures with occasional variation Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> Phrase-level grammatical structures Phrasal patterns associated with familiar social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

Educational Technology

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

- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. (Unit 1)
- Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures. (Unit 4, Unit 5)
- Understand the need for and use of copyrights. (Unit 3)
- 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 2, Unit 3)

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)
- Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. (Unit 1, Unit 2)
- Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. (Unit 3, Unit 4, Unit 5)

Career Ready Practices

Indicators: CRP1, CRP2, CRP4, CRP6, CRP7, CRP9, CRP11

- Act as responsible and contributing citizen and employee. (Unit 4, Unit 5)
- Apply appropriate academic and technical skills. (Unit 1, Unit 2)
- Communicate clearly and effectively and with reason. (Unit 1, Unit 2, Unit 3, Unit 4, Unit 5)
- Demonstrate creativity and innovation. (Unit 3)
- Employ valid and reliable research strategies. (Unit 3)
- Model integrity, ethical leadership and effective management. (Unit 1, Unit 2, Unit 3, Unit 4, Unit 5) □ Use technology to enhance productivity. (Unit 1, Unit 2, Unit 3)

Grade: Fourth	Content: English as a Second Language	
Unit 1		Time Frame: 35-40 days
Grade 4 WIDA Can Do Descriptors: • Listening • Speaking • Reading • Writing • Oral Language WIDA ELP Standard 2-Language of Language Arts		
New Jersey Student Learning Standards: RL 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.9 RI 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 4.10 RF 4.3a, 4.4a, 4.4c W 4.3a, 4.3b, 4.3c, 4.3d, 4.3e, 4.4, 4.5, 4.6, 4.10 L 4.1f, 4.2a, 4.3a, 4.3b, 4.4b, 4.5b, 4.6 SL 4.1, 4.3		NJSLA-ELA Connection: Short constructed responses to text-dependent questions by citing text evidence and using transitional phrases.
Essential Question	Skills	Resources
Reading: <i>How do I become a strong reader?</i>	<input type="checkbox"/> Identify elements of a story <input type="checkbox"/> Recount the story’s most important events <input type="checkbox"/> Think about the point of view the story is told from. <input type="checkbox"/> Identify character traits and use text evidence to elaborate. <input type="checkbox"/> Interpret information presented in graphs <input type="checkbox"/> Prefixes re-, un-, dis- <input type="checkbox"/> Decode words using knowledge of syllabication patterns	Fiction: <u>Because of Winn-Dixie</u> Non-fiction: <u>Because of Bookends</u>

<p>Reading:</p> <p><i>What non-fiction strategies do readers use in order to comprehend non-fiction text?</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use text evidence and relevant connections to determine the author’s purpose <input type="checkbox"/> Monitor understanding by rereading and using context clues <input type="checkbox"/> Look at the way the information is organized <input type="checkbox"/> Use the text and graphic features to learn more about the topic <input type="checkbox"/> Use non-fiction reading strategies (text and graphic features) 	<p>Non-fiction:</p> <p><u>My Brother Martin: A Sister Remembers Growing Up with Rev. Dr. Martin Luther King Jr.</u></p> <p><u>My Librarian is a Camel</u></p>
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	<p>Text features: headings captions</p> <p>Graphic features: maps, photographs</p> <ul style="list-style-type: none"> • Recognize and explain the meaning of idioms • Identify author’s craft in poetry (repetition) • Identify cause and effect in non-fiction • Use domain-specific vocabulary <p>Prefixes –in, -im, -il, -ir</p>	<p>Poetry:</p> <p><u>Langston Hughes: A Poet and a Dreamer</u></p>
<p>Reading:</p> <p><i>How do readers compare and contrast different types of fiction?</i></p>	<ul style="list-style-type: none"> • Determine the key ideas to identify theme • Analyze and evaluate text • Identify different structures of drama • Identify and determine the meanings of allusion • Interpret information from a chart • Describe characters using details in the text • Support inferences with details from the text • Recognize hyperboles in text • Prefixes –non and -mis 	<p>Fiction:</p> <p><u>The Power of W.O.W.!</u></p> <p><u>Stormalong</u></p> <p><u>Hoderi the Fisherman</u> Non-fiction:</p> <p><u>The Kid’s Guide to Money</u></p>

Essential Questions	Skills	Resources
<p>Fictional Narrative Writing:</p> <p><i>How do writers of fictional narratives hook and hold their readers?</i></p>	<p>Fictional Narrative Writing Lessons:</p> <p>Students should continuously write stories, ranging from 3 paragraphs to 5 paragraphs.</p> <p>The goal is for students to publish 2-3 pieces of writing.</p> <ul style="list-style-type: none"> • Think of a story you wished existed in the world. • Think of a small moment in your life and add a way it could've gone differently. • Think of an issue that is important to you and create a character who struggles with that issue. • Develop a believable character by thinking of someone you know. • Develop characters by jotting down their likes and dislikes. • Plan your story and ensure that it has all story elements. (story mountain, story arc, etc.) 	<p>Students should continuously write stories, ranging from 3 paragraphs to 5 paragraphs.</p> <p>The goal is for students to publish 2-3 pieces of writing.</p>

	<ul style="list-style-type: none"> <input type="checkbox"/> Use storytelling to develop your story. <input type="checkbox"/> Use descriptive words to help your reader visualize your story. <input type="checkbox"/> Stop, reread and edit your writing. <input type="checkbox"/> Try out different leads in your writing by using mentor texts. <input type="checkbox"/> Add details to the most important part of the story (heart of the story). <input type="checkbox"/> Group similar sentences together to form paragraphs. <input type="checkbox"/> Use transitional words to show when your story moves to another setting or time. <input type="checkbox"/> Edit dialogue by adding more or removing too much. Write complete sentences. <input type="checkbox"/> Sentences begin with capital letters and have end punctuation. <input type="checkbox"/> Use different types of sentences <input type="checkbox"/> Using quotation marks accurately <input type="checkbox"/> Identify and edit fragments and run-ons <input type="checkbox"/> Capitalize proper nouns <input type="checkbox"/> <input type="checkbox"/> 	
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ELL Language Functions: Level 1 Entering & Level 2 Emerging		ELL Language Functions: Level 3 Developing & 4 Expanding		ELL Student Supports
<u>Level 1 & 2 Listen/Speak</u> <ul style="list-style-type: none"> • Answer questions • Determine • Find • Follow one- step commands • Gestures • Identify _____ • Match _____ • Mimic • Point to _____ 		<u>Level 3 & 4 Listen/Speak</u> <ul style="list-style-type: none"> • Apply • Ask questions • Clarify information • Connect information • Express connected • Follow multi-step directions • Indicate opposite □□ Interpret • Make predictions • Match/Sort 		<ul style="list-style-type: none"> ○ Audio Books ○ Bilingual dictionaries ○ Charts/ Tables/ Graphs/ ○ Class models ○ Cooperative groups ○ Graphic organizer ○ Graphically supported ○ Group/partner reading ○ Highlighted text ○ Illustrated models/ scenes/text ○ In L1 or L2
<ul style="list-style-type: none"> • Produce phrases/ words • Repeat _____ • Respond to questions • Seek information • Select • Sequence 		<ul style="list-style-type: none"> • Narrate, Project • Propose • Provide details/ examples • Relate, Respond • Revise, Sequence • Show, Summarize, Tell how 		<ul style="list-style-type: none"> ○ Internet/ Software programs ○ Leveled books ○ Manipulatives ○ Models/ Figures ○ Multimedia ○ Number Lines/ Timelines ○ Oral

<p><u>Level 1 & 2</u> <u>Read/Write</u></p> <ul style="list-style-type: none"> • Answer questions • Compare • Create • Describe • Differentiate • Draw • Find objects • Identify • Label • List • Locate • Name • Predict • Produce words • Respond to • Select • Sequence • Sort 		<p><u>Level 3 & 4 Read/Write</u></p> <ul style="list-style-type: none"> • Compare/ contrast • Confirm predictions • Connect • Illustrate/show • Describe • Differentiate • Edit and revise • Explain/tell how • Identify • Interpret • Make up • Match/ Sort • Narrate • Propose • Provide details/ examples • Relate • Sequence/Summarize 		<p>discourse/ statements</p> <ul style="list-style-type: none"> ○ Pairs/ Partners/ Triads ○ Photographs/ Pictures ○ Physical Activities/ TPR ○ Read aloud ○ Realia ○ Sentence Frames ○ Songs/ Chants ○ Technology ○ Using prior knowledge ○ Videos ○ Clips/ Films ○ Visuals ○ Word Banks ○ Word/ phrase/chart walls
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Vocabulary	Resources	Assessment/Project
<p>Fiction story structure, summarize, setting, character, plot, text evidence, author's purpose, monitor, clarify, idiom, theme, drama, dialogue, stage directions, allusion, cast of characters, hyperbole, 1st point of view, 3rd point of view, point of view, scenes, folktales</p>	<ul style="list-style-type: none"> • Houghton Mifflin Harcourt Journeys Text • Houghton Mifflin Harcourt Moving into English 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Open Ended Questions • Weekly Lesson Assessments • Anecdotal Notes • Reading Inventory • ELA SGO Assessment <p>Summative Assessment</p> <ul style="list-style-type: none"> • Unit Assessment <p>Alternative Assessment</p> <ul style="list-style-type: none"> • 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.
<p>Non-fiction cause and effect, visuals, domain-specific vocabulary, produces</p>		
Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	6.1.4.A.10

<ul style="list-style-type: none"> • Extra time for assigned task • Adjust length of assignment • Repeat, clarify, or reword directions • Short manageable tasks • Small group instruction 	<ul style="list-style-type: none"> • Independent Reading & Writing Projects • Challenging reading materials • Utilize technology to demonstrate comprehension of text 	<ul style="list-style-type: none"> □ Students will research and present on how the actions of Dr. Martin Luther King Jr., and other civil rights leaders impacted how we live life today.
Differentiated Instruction		
ELL		
Level 1 - Entering	Level 2 - Emerging	Level 3 - Developing
<ul style="list-style-type: none"> □ 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. □ 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. • □ □ 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. 	<ul style="list-style-type: none"> □ Complete word webs for high utility vocabulary words. □ 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 the same language. 	<ul style="list-style-type: none"> □ 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. 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
<ul style="list-style-type: none"> <input type="checkbox"/> Provide sentence frames showing use of time order words such as <i>now, soon, and then</i>. Provide sentence frames to answer cause and effect questions using verb forms: <i>used to, there is, and there are</i>. <input type="checkbox"/> Work in partnerships to come up with examples of text and graphic features. <input type="checkbox"/> Write one or two sentences on why a 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide sentence frames showing use of time order words such as <i>now, soon, and then</i>. Provide sentence frames to answer cause and effect questions using verb forms: <i>used to, there is, and there are</i>. <input type="checkbox"/> Work in partnerships to come up with examples of text and graphic features. <input type="checkbox"/> Write one or two sentences on why a 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide sentence frames showing use of time order words such as <i>now, soon, and then</i>. <input type="checkbox"/> Provide sentence frames to answer cause and effect questions using verb forms: <i>used to, there is, and there are</i>. Work in partnerships to come up with examples of text and graphic features. <input type="checkbox"/>

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> • □ □ □ 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 	<ul style="list-style-type: none"> • □ □ □ 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: Fourth	Content: English as a Second Language	
Unit: 2	Time Frame: 20-25 days	
Grade 4 WIDA Can Do Descriptors: • Listening • Speaking • Reading • Writing • Oral Language		
WIDA ELP Standard 2-Language of Language Arts		
New Jersey Student Learning Standards: RL 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.10 RI 4.1, 4.2, 4.7, 4.9 RF 4.4a, 4.4b, 4.4c, W 4.1, 4.1a, 4.1b, 4.1c, 4.1d, L 4.1b, 4.1f, 4.3b, 4.5b, 4.6 SL 4.1, 4.2, 4.3, 4.4, 4.5, 4.6		NJSLA-ELA Connection: Short constructed responses to textdependent questions by citing text evidence and using transitional phrases.

Essential Questions	Skills	Resources
<p>Reading: <i>How do readers use characters to determine the theme of a story?</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understand characters' thoughts, actions and words <input type="checkbox"/> Determine character traits <input type="checkbox"/> Use text evidence to support your opinion about a character <input type="checkbox"/> Refer to details when drawing conclusions <input type="checkbox"/> Determine theme by thinking about the plot of a story and how the character changed throughout the story <input type="checkbox"/> Compare and contrast characters <input type="checkbox"/> Identify figurative language (idioms) <input type="checkbox"/> Identify antonyms <input type="checkbox"/> 	<p>Fiction: <u>Me and Uncle Romie</u> <u>Sidewalk Artists</u> <u>Dear Mr. Winston</u></p> <p>Non-fiction: <u>Field Guide to Snakes of the Southwest</u></p>
<p>Reading: <i>How can nonfiction text teach us about our lives?</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify main idea <input type="checkbox"/> Determine supporting details <input type="checkbox"/> Find and understand author's purpose <input type="checkbox"/> Analyze ideas 	<p>Copies of <u>Discovery Mars</u> for each student.</p>

Essential Questions	Skills	Resources
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<p>Explanatory Writing: Personal Essay</p> <p><i>How do writers use structure to develop writing about personal experiences?</i></p>	<p>Explanatory Writing: Personal Essay</p> <p>Preparation: Write a sample model essay for your class.</p> <p>For example:</p> <p>Thesis statement: No other relationship is like my grandmother’s relationship with me.</p> <p>First Reason: I am the only one who understands my grandmother.</p> <p>Second Reason: I can tell my grandmother anything.</p> <p>Third Reason: When I see my grandmother I am filled with joy.</p> <ul style="list-style-type: none"> • Choose one class thesis statement to use as a model. • Orally discuss reasons that connect to the thesis statement as a whole class discussion. • Think of a person who matters to you and list specific ideas about that person. • Generate ideas by thinking about a place or object or holiday connected to that person. • Write a thesis statement. • 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 important words to elaborate your thinking in your writing (i.e.: in other words, that is, the important thing about that is, an example of this is, I used to think that.... but now I think...) • Elaborate on your writing by adding small moment stories about that person. • Develop your introduction (i.e.: most people believe...but now I 	<p>Students will publish a total of a personal essay.</p> <p>It should be 3-5 paragraphs in length (introduction, body and conclusion).</p>
	<p>believe, what people need to know is that..., sometimes in life)</p>	

- Stop, reread and edit their writing.
- Write the body (1-3 paragraphs).
- Group similar sentences together to form paragraphs.
- End your writing with a conclusion.
- Using correct verb tense
- Compound and complex sentences

ELL Language Functions: Level 1 Entering & Level 2 Emerging	ELL Language Functions: Level 3 Developing & 4 Expanding	ELL Student Supports
<p><u>Level 1 & 2 Listen/Speak</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Level 3 & 4 Listen/Speak</u></p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> ○ Audio Books ○ Bilingual dictionaries ○ Charts/ Tables/ Graphs/ ○ Class models ○ Cooperative groups ○ Graphic organizer ○ Graphically supported ○ Group/partner reading ○ Highlighted text ○ Illustrated models/ scenes/text ○ In L1 or L2 ○ Internet/ Software programs ○ Leveled books ○ Manipulatives ○ Models/ Figures ○ Multimedia ○ Number Lines/ Timelines ○ Oral discourse/ statements ○

<u>Level 1 & 2 Read/Write</u>	<u>Level 3 & 4 Read/Write</u>	Pairs/ Partners/ Triads
<ul style="list-style-type: none"> • Answer questions • Compare • Create • Describe • Differentiate • Draw • Find objects • Identify • Label • List • Locate • Name • Predict • Produce words • Respond to • Select • Sequence • Sort 	<ul style="list-style-type: none"> • Compare/ contrast • Confirm predictions • Connect • Illustrate/show • Describe • Differentiate • Edit and revise • Explain/tell how • Identify • Interpret • Make up • Match/ Sort • Narrate • Propose • Provide details/ examples • Relate • Sequence/Summarize 	<ul style="list-style-type: none"> ○ Photographs/ Pictures ○ Physical Activities/ TPR ○ Read aloud ○ Realia ○ Sentence Frames ○ Songs/ Chants ○ Technology ○ Using prior knowledge ○ Videos Clips/ Films ○ Visuals ○ Word Banks ○ Word/ phrase/chart walls

Vocabulary	Resources	Assessment/Project
<p>Fiction Realistic Fiction, character, theme, narrator, point-of-view, conclusion, generalization, humor, idiom, text evidence</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Houghton Mifflin Harcourt Journeys Text <input type="checkbox"/> Extended Text: <u>Discovering Mars: The Amazing Story of the Red Planet</u> <input type="checkbox"/> Houghton Mifflin Harcourt Moving into English 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Open Ended Questions • Weekly Lesson Assessments • Anecdotal Notes
<p>Non-fiction informational non-fiction, chart, main idea, details, analyze, evaluate, text evidence, chronological order of events</p>		<p>Summative Assessment</p> <ul style="list-style-type: none"> • Unit Assessment
		<p>Alternative Assessment</p> <ul style="list-style-type: none"> • 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	<p>4-ESS1-1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Research recent changes in Mars landscape and present findings in a Google Slide presentation. https://spaceplace.nasa.gov/marsadventure2/en/ https://mars.nasa.gov/participate/funzone/
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Extra time for assigned task <input type="checkbox"/> <input type="checkbox"/> Adjust length of assignment <input type="checkbox"/> Repeat, clarify, or reword directions Short manageable tasks Small group instruction 	<ul style="list-style-type: none"> • Independent Reading & Writing Projects • Challenging reading materials • Utilize technology to demonstrate comprehension of text 	

Differentiated Instruction		
ELL		
Level 1 - Entering	Level 2 - Emerging	Level 3 - Developing
<ul style="list-style-type: none"> <input type="checkbox"/> Frontload high utility words that are included in the text. <input type="checkbox"/> Point to graphic and text features and identify them, have students repeat what they are. <input type="checkbox"/> Model cause and effect through personal experiences. <input type="checkbox"/> Picture walk through the text <input type="checkbox"/> Activate prior knowledge about the text by using 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete word webs for high utility vocabulary words. • <input type="checkbox"/> Categorize graphic and text features. Ask cause and effect questions allowing students to select answers from given choices. • <input type="checkbox"/> Picture walk through the text Have students categorize characters, settings, and plot from familiar stories. 	<ul style="list-style-type: none"> • <input type="checkbox"/> Use sentence frames for nonfiction text. Identify graphic and text features using sentence frames. <input type="checkbox"/> Ask cause and effect questions allowing students to answer with one word answers. • <input type="checkbox"/> Picture walk through the text Write a sentence about each character.

<ul style="list-style-type: none"> <input type="checkbox"/> visual displays to support the oral or written message. <input type="checkbox"/> Analyze a character by using a word to describe the character. Introduce by describing themselves. <input type="checkbox"/> Choral Reading Act out vocabulary words <input type="checkbox"/> Ask yes or no questions (i.e. Is this a question, Does this...?) <input type="checkbox"/> Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> <input type="checkbox"/> Activate prior knowledge about the text by using visual displays to support the oral or written message. <input type="checkbox"/> Analyze characters by completing the sentence frame: Character is _____. <input type="checkbox"/> Choral Reading <input type="checkbox"/> Act out vocabulary words <input type="checkbox"/> Ask yes or no questions (i.e. Is this a question, Does this...?) <input type="checkbox"/> Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. <input type="checkbox"/> Use visuals such as pictures, gestures, and pointing. <input type="checkbox"/> Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> <input type="checkbox"/> Activate prior knowledge about the text by using visual displays to support the oral or written message. <input type="checkbox"/> Analyze characters by completing the sentence frame: Character is _____ because _____. <input type="checkbox"/> Ask literal questions-who, when, where, what. <input type="checkbox"/> Ask questions with 1-3 word answers. <input type="checkbox"/> Ask questions with an either/or option. <input type="checkbox"/> Ask students to list, name, tell, which, categorize, draw, label, or create. <input type="checkbox"/> Teach explicit phonemic awareness, phonic rules, and skills. <input type="checkbox"/> Provide sentence frames. <input type="checkbox"/> Ask the student to write a sentence or so to describe a picture.
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Level 4 - Expanding	Level 5 - Bridging	Level 6 - Reaching
<ul style="list-style-type: none"> □ Provide sentence frames showing use of time order words such as <i>now, soon, and then</i>. □ Provide sentence frames to answer cause and effect questions using verb forms: <i>used to, there is, and there are</i>. □ 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Encourage students to use full sentences when identifying main ideas and details in illustrated texts.

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> □ 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 	<ul style="list-style-type: none"> • 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 • Adjust length of assignment • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback

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- Visual graphic organizers

Grade: Fourth	Content: English as a Second Language	
Unit: 3		Time Frame: 25 days
Grade 4 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language WIDA ELP Standard 2-Language of Language Arts		
New Jersey Student Learning Standards: RL 4.1, 4.2, 4.3, 4.5, 4.9 RI 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, RF 4.4a, 4.4b, 4.4c W 4.2a, 4.2b, 4.2c, 4.2d, 4.2e, 4.10 L 4.1b, 4.1c, 4.1g, 4.3a, 4.4a, 4.4b, 4.5a, 4.5b.4.6, SL 4.1, 4.2, 4.3, 4.4, 4.5, 4.6		NJSLA-ELA Connection: Short constructed responses to text-dependent questions by citing text evidence and using transitional phrases.
Essential Question	Skills	Resources
Reading: <i>What strategies and text features do readers use when reading different types of non-fiction (informational, narrative, newspaper article, poetry)?</i>	<ul style="list-style-type: none"> • Use text evidence to support your ideas and monitor understanding • Identify and explain the purpose of text and graphic features • Explain how events are organized in a text (i.e.: chronological order) • Identify sequence of events • Summarize the main idea • Determine the supporting details • Explain how events are organized in a text (i.e.: using comparisons – similes and metaphors) • Compare and contrast first hand and second hand accounts • Ask questions to understand facts and details • Explain scientific concepts in a text (domain-specific 	Non-fiction: Hurricanes: Earth’s Mightiest Storms Recovering from Katrina Antarctic Journal Cold, Cold Science The Life and Times of the Ant Ecology for Kids Wonderful Weather (poem) Fiction: The Dove and the Ant

	<p>vocabulary)</p> <ul style="list-style-type: none"> Analyze the author’s point-of-view (author’s argument) Determine the theme of literature Use suffixes (-ful, -less, -ness, -ment) accurately Use homophones correctly (too, to, two, their, they’re, there, it’s, its) Greek and Latin word parts to determine word meaning (spect, struct, tele, vis) Use modal auxiliaries to convey various conditions Use suffixes (-able, -ible) correctly Identify and use present and past participles and participial phrases Use context clues Identify and use irregular and helping verbs 	
Essential Questions	Skills	Resources
<p>Informational Writing: Research Report</p> <p><i>How do writers research information from various sources to write about a topic of interest?</i></p>	<ul style="list-style-type: none"> 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). Students apply note-taking strategies to write their research report. Students use graphic and text features to aid comprehension to their readers Students use facts, details, definitions, quotations and examples in their writing 	<p>Students should research from various sources such as books, magazines and online data bases.</p> <p>The goal is for students to publish 1 piece of writing. Students may choose to create a Google Slide presentation of their information.</p>

FOURTH GRADE ENGLISH AS A SECOND LANGUAGE CURRICULUM

	<ul style="list-style-type: none">• Writers draft and revise in each section of their table of contents.• Choices for organization:<ul style="list-style-type: none">*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).• Write an introduction and conclusion for their report	
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ELL Language Functions: Level 1 Entering & Level 2 Emerging	ELL Language Functions: Level 3 Developing & 4 Expanding	ELL Student Supports
<p><u>Level 1 & 2 Listen/Speak</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Level 3 & 4 Listen/Speak</u></p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> ○ Audio Books ○ Bilingual dictionaries ○ Charts/ Tables/ Graphs/ ○ Class models ○ Cooperative groups ○ Graphic organizer ○ Graphically supported ○ Group/partner reading ○ Highlighted text ○ Illustrated models/ scenes/text ○ In L1 or L2 ○ Internet/ Software programs ○ Leveled books ○ Manipulatives ○ Models/ Figures ○ Multimedia ○ Number Lines/ Timelines ○ Oral discourse/ statements ○ Pairs/ Partners/ Triads ○ Photographs/ Pictures ○ Physical Activities/ TPR ○ Read aloud ○ Realia ○ Sentence Frames ○ Songs/ Chants
<p><u>Level 1 & 2 Read/Write</u></p> <ul style="list-style-type: none"> • Answer questions • Compare • Create • Describe • Differentiate • Draw • Find objects 	<p><u>Level 3 & 4 Read/Write</u></p> <ul style="list-style-type: none"> • Compare/ contrast • Confirm predictions • Connect • Illustrate/show • Describe • Differentiate • Edit and revise 	

<ul style="list-style-type: none"> • Identify • Label • List • Locate • Name • Predict • Produce words • Respond to • Select • Sequence • Sort 	<ul style="list-style-type: none"> • Explain/tell how • Identify • Interpret • Make up • Match/ Sort • Narrate • Propose • Provide details/ examples • Relate • Sequence/Summarize 	<ul style="list-style-type: none"> ○ Technology ○ Using prior knowledge ○ Videos Clips/ Films ○ Visuals ○ Word Banks ○ Word/ phrase/chart walls
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Vocabulary	Resources	Assessment/Project
<p>Fiction fable, theme, moral, poetry, rhyme</p> <hr/> <p>Non-fiction informational text, narrative non-fiction, text features, graphic features, inference, text structure, events, sequence of events, domain-specific vocabulary, figurative language, similes, metaphors, firsthand account, secondhand account, scientific concepts, author’s purpose, main idea, details</p>	<ul style="list-style-type: none"> □ Houghton Mifflin Harcourt Journeys Text □ Houghton Mifflin Harcourt Moving into English 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Open Ended Questions • Weekly Lesson Assessments • Anecdotal Notes <p>Summative Assessment</p> <ul style="list-style-type: none"> • Unit Assessment <p>Alternative Assessment</p> <ul style="list-style-type: none"> • 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	4-ESS3-2
<ul style="list-style-type: none"> ☐ Extra time for assigned task ☐ Adjust length of assignment ☐ Repeat, clarify, or reword directions ☐ Short manageable tasks ☐ Small group instruction 	<ul style="list-style-type: none"> • Independent Reading & Writing Projects • Challenging reading materials • Utilize technology to demonstrate comprehension of text 	<p>Students will pick a natural earth process to investigate and create a solution to reduce the impact of the natural earth process on humans.</p>

Differentiated Instruction		
ELL		
Level 1 - Entering	Level 2 - Emerging	Level 3 - Developing
<ul style="list-style-type: none"> ☐ 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 	<ul style="list-style-type: none"> ☐ 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...?) 	<ul style="list-style-type: none"> ☐ 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.

<p>question,</p>		<p>Ask students to list, name, tell, which, categorize,</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Does this...?) <input type="checkbox"/> Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. <input type="checkbox"/> Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. <input type="checkbox"/> Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> <input type="checkbox"/> draw, label, or create. <input type="checkbox"/> Teach explicit phonemic awareness, phonic rules, and skills. <input type="checkbox"/> Provide sentence frames.
<p>Level 4 - Expanding</p>	<p>Level 5 - Bridging</p>	<p>Level 6 - Reaching</p>
<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Write two to three sentences explaining main idea and details. ● Use a story map to write a summary of the story. <input type="checkbox"/> 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. 	<ul style="list-style-type: none"> ● 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
<p>Main Idea and details with a simpler text</p> <ul style="list-style-type: none"> <input type="checkbox"/> Individualized text to highlight text and graphic features. <input type="checkbox"/> Read the text aloud. <input type="checkbox"/> Extra time for assigned tasks <input type="checkbox"/> Provide a warning for transitions <input type="checkbox"/> Buddy students with peers <input type="checkbox"/> Provide immediate feedback <input type="checkbox"/> Visual and verbal reminders <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> • 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: Fourth	Content: English as a Second Language	
Unit: 4		Time Frame: 30 days
Grade 4 WIDA Can Do Descriptors: • Listening • Speaking • Reading • Writing • Oral Language WIDA ELP Standard 2-Language of Language Arts		
New Jersey Student Learning Standards: RL 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.9, 4.10 RI 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10 RF 4.3a, 4.4a, 4.4b, 4.4c W 4.2b, 4.8, 4.9a, 4.9b L 4.1a, 4.1d, 4.1e, 4.2a, 4.2d, 4.3c, 4.4a, 4.4c, 4.5a, 4.5b, 4.5c, 4.6 SL 4.1, 4.2, 4.3, 4.4, 4.5, 4.6		NJSLA-ELA Connection: Short constructed responses to text-dependent questions by citing text evidence and using transitional phrases.
Essential Question	Skills	Resources

<p>Reading:</p> <p><i>How can fiction teach us about our world?</i></p>	<ul style="list-style-type: none"> • Identify fiction vs. non-fiction • Identify characteristics of historical fiction • Compare and contrast characters in literature • Identify and explain personification • Explain the meaning of metaphors • Use digital media to learn more about a topic • Describe the elements of story structure by using text evidence • Use details to determine theme • Explain adages and proverbs • Determine the meanings of phrases that allude to characters found in literature • Explain the meaning of similes and metaphors in 	<p>Fiction:</p> <p><u>Riding Freedom</u></p> <p><u>Hercules Quest</u></p> <p><u>Zomo's Friends</u></p> <p>Non-fiction:</p> <p><u>Spindletop</u></p>
	<p>context</p> <ul style="list-style-type: none"> • Recognize and explain the meaning of proverbs and adages • Identify adjectives and the nouns that describe • Identify and use prefixes (re-, un-, dis-) • Identify and use prepositions and prepositional phrases 	

<p>Reading:</p> <p><i>What information can we learn about a person through their actions?</i></p>	<ul style="list-style-type: none"> • Draw conclusions based upon text evidence • Make inferences about characters based upon text evidence • Use idioms to better understand the text • Use graphic features (pie charts) to better understand the text • Identify main ideas and supporting details • Use summarization to monitor understanding • Recognize onomatopoeia and understand its usage in a text • Identify strong feelings in a poem in order to determine its theme • Consult print and digital reference materials to find pronunciation and determine or clarify meaning • Use relative pronouns and relative adverbs • Recognize and identify different shades of meaning among words 	<p>Non-fiction:</p> <p><u>Harvesting Hope: The Story of Caesar Chavez</u></p> <p><u>The Edible Schoolyard</u></p> <p><u>Sacagawea</u></p> <p><u>Native American Nature Poetry</u></p>
<p>Reading:</p> <p><i>What strategies can we use to better understand the text?</i></p>	<ul style="list-style-type: none"> • Read to identify main idea and supporting details • Read to identify the author's purpose • Use details and relevant connections to draw inferences • Compare, contrast information in the text 	<p>Non-fiction:</p> <p><u>Horses</u> text for each students</p>

<p>Essential Questions</p>	<p>Skills</p>	<p>Resources</p>
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<p>Opinion Writing: Response to Literature</p> <p><i>How do writers respond to literature by using their opinions?</i></p>	<ul style="list-style-type: none"> • 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 	<p>Students will publish a total of 3 pieces of writing.</p> <p>Suggested Structure:</p> <p>One piece will be in small groups (Students can use their guided reading books in order to have the same text.)</p> <p>Another piece will be written in partnerships. (Students can use their guided reading books in order to have the same text.)</p> <p>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).</p>
<p>Opinion Writing: Literary Essay</p> <p><i>How do writers use a thesis to compose a literary essay?</i></p>	<ul style="list-style-type: none"> • Generate ideas about a text by reading closely. • Ask Questions of the Text: <ul style="list-style-type: none"> ○ What does this teach about the character in the text or about life? ○ What does the author want readers to know about this? ○ What does this make me realize? ○ What surprises me about this? ○ Does this text connect to other texts that I've read? ○ What issues or life topics does this connect to? ○ What is the important thing about this text? □ Use questions about the text to develop a thesis about 	<p>Students will publish a total of 2-3 essays.</p> <p>Students can use Word or Google Docs to compose their essays.</p>

the characters, plot, theme, text, etc... □ Test out your thesis by asking: ○ Does this thesis relate to more than one part of the text?

○ Is there enough evidence to support your thesis? □ Collect text evidence to support your thesis

- Use commas and quotation marks to identify direct speaking and quotations from a text
- Use transitional phrases to link your text evidence

○ In the text it says... ○ Another example of this occurs when... ○ In addition... ○ For example,

- Use essay structure (introduction, body, conclusion) □ Stop, reread and edit their writing.
- Reread and edit your writing for organization.
- Use adjectives correctly
- Identify abbreviations and use them correctly in writing

ELL Language Functions: Level 1 Entering & Level 2 Emerging	ELL Language Functions: Level 3 Developing & 4 Expanding	ELL Student Supports
<p><u>Level 1 & 2 Listen/Speak</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Level 3 & 4 Listen/Speak</u></p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> ○ Audio Books ○ Bilingual dictionaries ○ Charts/ Tables/ Graphs/ ○ Class models ○ Cooperative groups ○ Graphic organizer ○ Graphically supported ○ Group/partner reading ○ Highlighted text ○ Illustrated models/ scenes/text ○ In L1 or L2 ○ Internet/ Software programs ○ Leveled books ○ Manipulatives ○ Models/ Figures ○ Multimedia ○ Number Lines/ Timelines ○ Oral discourse/ statements ○ Pairs/ Partners/ Triads ○ Photographs/ Pictures ○ Physical Activities/ TPR ○ Read aloud ○ Realia ○ Sentence Frames ○ Songs/ Chants ○ Technology ○ Using prior knowledge
<p><u>Level 1 & 2 Read/Write</u></p> <ul style="list-style-type: none"> • Answer questions • Compare • Create • Describe • Differentiate • Draw • Find objects • Identify • Label 	<p><u>Level 3 & 4 Read/Write</u></p> <ul style="list-style-type: none"> • Compare/ contrast • Confirm predictions • Connect • Illustrate/show • Describe • Differentiate • Edit and revise • Explain/tell how • Identify 	

<ul style="list-style-type: none"> • List • Locate • Name • Predict • Produce words • Respond to • Select • Sequence • Sort 	<ul style="list-style-type: none"> • Interpret • Make up • Match/ Sort • Narrate • Propose • Provide details/ examples • Relate • Sequence/Summarize 	<ul style="list-style-type: none"> ○ Videos Clips/ Films ○ Visuals ○ Word Banks ○ Word/ phrase/chart walls
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Vocabulary	Resources	Assessment/Project
<p>Fiction compare and contrast, historical fiction, metaphor, personification, setting, theme, allusion, folktale, proverbs, and adages,</p>	<ul style="list-style-type: none"> □ Houghton Mifflin Harcourt Journeys Text □ Houghton Mifflin Harcourt Moving into English 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Open Ended Questions • Weekly Lesson Assessments • Anecdotal Notes <p>Summative Assessment</p> <ul style="list-style-type: none"> • Unit Assessment <p>Alternative Assessment</p> <ul style="list-style-type: none"> • 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.
<p>Non-fiction informational text, digital media, simile, metaphor, proverbs and adages, conclusion, idiom, pie chart, main idea, supporting details biography, onomatopoeia, text structure, summarize</p>		

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	6.1.4.C.15 Research and present how life has changed over time connecting to historical fiction texts read.
<ul style="list-style-type: none"> <input type="checkbox"/> Extra time for assigned task <input type="checkbox"/> Adjust length of assignment <input type="checkbox"/> Repeat, clarify, or reword directions <input type="checkbox"/> Short manageable tasks <input type="checkbox"/> Small group instruction 	<ul style="list-style-type: none"> • Independent Reading & Writing Projects • Challenging reading materials • Utilize technology to demonstrate comprehension of text 	

Differentiated Instruction		
ELL		
Level 1 - Entering	Level 2 - Emerging	Level 3 - Developing
<ul style="list-style-type: none"> <input type="checkbox"/> Frontload high utility words that are included in the text. <input type="checkbox"/> 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." • <input type="checkbox"/> Picture walk through the text Activate prior knowledge about the text by using visual displays to support the oral or written message. <input type="checkbox"/> Choral Reading <input type="checkbox"/> Act out vocabulary words <input type="checkbox"/> 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 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete word webs for high utility vocabulary words. <input type="checkbox"/> Compare and contrast by having students identify words when comparing two animals using statements such as "A whale is _____ and a _____ than a locust." <input type="checkbox"/> Activate prior knowledge about the text by using visual displays to support the oral or written message. <input type="checkbox"/> Choral Reading <input type="checkbox"/> Act out vocabulary words <input type="checkbox"/> Ask yes or no questions (i.e. Is this a question, Does this...?) <input type="checkbox"/> Use "point to", "circle", "find", "show me", "draw", "match". <input type="checkbox"/> Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide sentence frames "A _____ is _____ and a _____ than a _____". • <input type="checkbox"/> <input type="checkbox"/> 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. • <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Choral Reading <input type="checkbox"/> Ask literal questions-who, when, where, what. • <input type="checkbox"/> 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.

someone with the same language.

Level 4 - Expanding

- 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.

Level 5 - Bridging

- 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.

Level 6 - Reaching

- 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
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- 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

Grade: Fourth	Content: English as a Second Language	
Unit: 5	Time Frame: 50 days	
Grade 4 WIDA Can Do Descriptors: • Listening • Speaking • Reading • Writing • Oral Language WIDA ELP Standard 2-Language of Language Arts		
New Jersey Student Learning Standards: RL 4.1, 4.2, 4.3, 4.4,4.5, 4.6, 4.7, 4.9, 4.10 RI 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 4.9, 4.10 RF 4.3a, 4.4a, 4.4b, 4.4c W 4.1a, 4.1b, 4.1c, 4.1d, 4.3a, 4.3b, 4.3c, 4.3d, 4.3e,4.4,4.5,4.6 4.9a, 4.9b, 4.10 L 4.1a, 4.1f,4.1g, 4.2a, 4.2c, 4.2d, 4.3c, 4.4a, 4.4b, 4.4c, 4.5a, 4.5b, 4.5c, 4.6 SL 4.1, 4.2, 4.3, 4.4, 4.5, 4.6		NJSLA-ELA Connection: Short constructed responses to textdependent questions by citing text evidence and using transitional phrases.

Essential Question	Skills	Resources
Reading: <i>How does nonfiction help us understand our world?</i>	<ul style="list-style-type: none"> • Explain cause and effects relationships in the texts • Compare, contrast, and reflect on the past and the present • Use timelines to aid in understanding the order of events • Use text features to better understand the text • Determine the author’s purpose by using details from the text • Use graphic features (diagrams) to better understand the text • Identify story structure in narrative text • Support inferences with text evidence and relevant connections • Identify main idea and supporting details • Use domain-specific vocabulary words 	Fiction: <u>Isaac Asimov: The Complete Stories</u> <u>The Fun They Had</u> <u>The Girl Who Loved Spiders</u> “The Spider” “Spider Ropes” Non-fiction: <u>I Could Do That!</u> <u>The Role of the Constitution</u> <u>Toys: Amazing Stories Behind Some Great Inventions</u> <u>Web Wise</u>

	<input type="checkbox"/> Identify and explain the meaning of idioms, adages and proverbs	
<p>Reading:</p> <p><i>How does reading impact real life?</i></p>	<ul style="list-style-type: none"> • Identify main ideas and supporting details • Use text and graphic features to deepen understanding • Use text evidence and relevant connections to supporting thinking • Identify the moral of literature • Compare and contrast various genres • Use non-fiction information from fiction to guide nonfiction reading • Use analogies to determine word meaning • Use adjectives and adverbs to compare • Identify fact and opinion to determine how an author supports their points • Analyze the author’s opinion • Use prefixes (con-, com-, in-, im-) to determine word meaning • Identify and use possessive pronouns • Understanding characters based upon what they say, do and think • Determine character traits • Use text evidence to support the characters’ traits • Draw inferences from text • Use voice to differentiate characters • Determine author’s purpose • Use word origins to understand meaning • Identify and use correct pronouns 	<p>Non-fiction:</p> <p><u>Amphibian Alert!</u> “Poison-Dart Frogs” <u>Museums: Worlds of Wonder</u> <u>Making the Most from Trash</u> “Dinosaur Bone” “Museum Farewell” <u>Save Timber Words</u> “<i>The Comb of Trees</i>” “<i>Enjoy the Earth</i>” <u>A Big Python Problem</u></p> <p>Fiction:</p> <p><u>Mystery at Reed’s Pond</u> “<i>Naming the Turtle and Greater Flamingo</i>” <u>The Frog and the Milk Pail</u> “<i>Toad by the Road</i>” <u>Following Muir: A Persuasive Essay</u></p>

	<ul style="list-style-type: none"> • Utilize reflexive pronouns (myself, yourself, himself, herself) • Supporting conclusions with details from the text • Describing characters by using details from the text • Summarize main ideas from literary nonfiction • Use domain-specific vocabulary words 	
Essential Questions	Skills	Resources
<p>Writing: <i>How do writers respond to a timed writing task?</i></p>	<p><u>WRITING TASK 1:</u></p> <p>Identify a theme from <u>Harvesting Hope: The Story of Caesar Chavez</u> and a theme from <u>Sacajawea</u>. Write an essay that explains how the theme of each is shown by using text evidence.</p> <p>The Literary Analysis Task Scoring Rubric for grade 4 should be used to score this task.</p> <p><u>WRITING TASK 2:</u></p> <p>Imagine that you are Sacajawea. How would your life be different? Describe some of the challenges that you would face as a Native American woman. Use details to from the text.</p> <p>OR</p> <p><u>WRITING TASK 2:</u></p> <p>Imagine that you are Caesar Chavez. How would your life</p>	<p>The stories from Unit 5 will have accompanying NJSLA-ELA Aligned writing TASKS.</p> <p>Teachers will model an example of a lead to begin the first paragraph.</p> <p>Students will revise and edit their writing by using a writers’ checklist of the skills/strategies that you have taught in writing.</p> <p>Students can use Word or Google Docs to compose their essays.</p> <p>Students will publish a total of 2-3 essays.</p>

	<p>be different? Describe some of the challenges that you would face as a Latino man. Use details from the text.</p> <p><u>WRITING TASK 3:</u></p> <p>Identify a theme from <u>I Could Do That!</u> and a theme from <u>The Role of the Constitution</u>.</p> <p>Write an essay that explains how the theme of each is shown by using text evidence.</p> <p>The Literary Analysis Task Scoring Rubric for grade 4 should be used to score this task.</p> <ul style="list-style-type: none"> • Identify and use suffixes (-er, -or, -ist) • Use and identify pronoun contracts and homophones in writing • Greek and Latin word parts (meter, therm, aud, foc) □ Use capitalization and punctuation correctly Use a comma before a coordinating conjunction in a compound sentence • Use negative accurately • Use relative pronouns and relative adverbs • Use and understand adjectives that compare 	
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ELL Language Functions: Level 1 Entering & Level 2 Emerging	ELL Language Functions: Level 3 Developing & 4 Expanding	ELL Student Supports
<u>Level 1 & 2 Listen/Speak</u> <input type="checkbox"/> <input type="checkbox"/> Answer questions	<u>Level 3 & 4 Listen/Speak</u> <input type="checkbox"/> <input type="checkbox"/> Apply	<input type="checkbox"/> Audio Books

<ul style="list-style-type: none"> • Determine • Find • Follow one- step commands • Gestures • Identify _____ • Match _____ • Mimic • Point to _____ • Produce phrases/ words • Repeat _____ • Respond to questions • Seek information • Select • Sequence 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> ○ Bilingual dictionaries ○ Charts/ Tables/ Graphs/ ○ Class models ○ Cooperative groups ○ Graphic organizer ○ Graphically supported ○ Group/partner reading ○ Highlighted text ○ Illustrated models/ scenes/text ○ In L1 or L2 ○ Internet/ Software programs ○ Leveled books ○ Manipulatives ○ Models/ Figures ○ Multimedia ○ Number Lines/ Timelines ○ Oral discourse/ statements ○ Pairs/ Partners/ Triads ○ Photographs/ Pictures ○ Physical Activities/ TPR ○ Read aloud ○ Realia ○ Sentence Frames ○ Songs/ Chants ○ Technology ○ Using prior knowledge ○ Videos Clips/ Films ○ Visuals ○ Word Banks ○ Word/ phrase/chart walls
<p><u>Level 1 & 2 Read/Write</u></p> <ul style="list-style-type: none"> • Answer questions • Compare • Create • Describe • Differentiate • Draw • Find objects • Identify • Label • List • Locate • Name • Predict • Produce words 	<p><u>Level 3 & 4 Read/Write</u></p> <ul style="list-style-type: none"> • Compare/ contrast • Confirm predictions • Connect • Illustrate/show • Describe • Differentiate • Edit and revise • Explain/tell how • Identify • Interpret • Make up • Match/ Sort • Narrate • Propose 	

<ul style="list-style-type: none"> • Respond to • Select • Sequence • Sort 	<ul style="list-style-type: none"> • Provide details/ examples • Relate • Sequence/Summarize 	
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Vocabulary	Resources	Assessment/Project
<p>Fiction author’s purpose, science fiction, formal language, informal language, story elements, setting, characters, plot, problem, conflict, resolution, visualize, behavior, traits, infer, predict, conclusion, generalization, summarize</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Houghton Mifflin Harcourt Journeys Text <input type="checkbox"/> Houghton Mifflin Harcourt Moving into English 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Open Ended Questions • Weekly Lesson Assessments • Anecdotal Notes • Reading Inventory • ELA SGO Assessment
<p>Non-fiction signal words, generalization, conclusion, domain, timeline, graphs, diagrams, topic, main idea, supporting details, questions, fact, opinion, distinguish, analyze</p>		<p>Summative Assessment</p> <ul style="list-style-type: none"> • Unit Assessment <p>Alternative Assessment</p> <ul style="list-style-type: none"> • 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.9 <input type="checkbox"/> After reading "I Could Do That!" research how women's rights have changed over the course of history. Create a timeline of events.
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Extra time for assigned task <input type="checkbox"/> Adjust length of assignment Repeat, clarify, or reword directions Short manageable tasks Small group instruction	<ul style="list-style-type: none"> Independent Reading & Writing Projects Challenging reading materials Utilize technology to demonstrate comprehension of text 	
Differentiated Instruction		
ELL		
Level 1 - Entering	Level 2 - Emerging	Level 3 - Developing
<ul style="list-style-type: none"> <input type="checkbox"/> Think aloud using gestures and pictures how to draw conclusions from text using examples using sentences such as "It makes me ____." <input type="checkbox"/> It helps me ____." <input type="checkbox"/> 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. <input type="checkbox"/> Analyze a character by using a word to describe the character. Introduce by describing themselves. <input type="checkbox"/> Choral Reading <input type="checkbox"/> Act out vocabulary words <input type="checkbox"/> Ask yes or no questions (i.e. Is this a question, Does this...?) Use "point to", "circle", "find", "show me", "draw", "match". 	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Picture walk through the text <input type="checkbox"/> 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. <input type="checkbox"/> Analyze characters by completing the sentence frame: Character is ____. <input type="checkbox"/> Choral Reading <input type="checkbox"/> Act out vocabulary words <input type="checkbox"/> Ask yes or no questions (i.e. Is this a question, Does this...?) Use "point to", "circle", "find", "show me", "draw", "match". <input type="checkbox"/> Use visuals such as pictures, gestures, 	<ul style="list-style-type: none"> <input type="checkbox"/> Use sentence frames to help students draw conclusions from the text. <input type="checkbox"/> 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. <input type="checkbox"/> Analyze characters by completing the sentence frame: Character is ____ because ____. <input type="checkbox"/> Choral Reading Ask literal questions-who, when, where, what. <input type="checkbox"/> 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

Use a student buddy, if possible someone with the same language.	and pointing. Use a student buddy, if possible someone with the same language.	
Level 4 - Expanding	Level 5 - Bridging	Level 6 - Reaching
<ul style="list-style-type: none"> □ When drawing conclusion from text details students will use sentences such as “It makes me and It helps me...”. □ Provide sentence frames showing use of transition words. □ 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. 	<ul style="list-style-type: none"> ● When drawing conclusion from text details students will use sentences such as “It makes me and It helps me...” and elaborate on their response. ● Write sentences showing use of transition words. ● 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. 	<ul style="list-style-type: none"> ● Write a paragraph explaining conclusions that they drew from text details and give support for their conclusion. ● Provide sentence frames showing use of transition words. ● Write a summary independently. ● Wait additional time after a student response to a question ● Ask student to tell about, describe, explain. Encourage students to use full sentences when identifying main ideas and details in illustrated texts.
Differentiated Instruction		
Special Education		504
<ul style="list-style-type: none"> □ □ □ 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 		<ul style="list-style-type: none"> • 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