Washington Township School District

The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	English as a Second Language

Grade Level(s):	Grade 3

Duration:	*Full Year:*	**2020-2027**	*Semester:*		*Marking Period:*	

Course Description:	The English as a Second Language program is designed to improve the receptive and expressive English communication skills of the English language learners (ELLs) of Washington Township. Since we welcome students from a wide variety of nations with varying degrees of English proficiency, instruction is individualized and always encompasses aural comprehension, verbal communication, reading, writing and American culture. The English as a Second Language Elementary Course of Study was developed as a resource to meet the individual needs of the ELLs in all four-language domains with a foundation in the content areas. It is a comprehensive standards-based English as a Second Language curriculum that balances the language of Social and Instructional Language, the language of Language Arts and Literacy, the language of Science, the language of Mathematics and the language of Social Studies. 21st Century skills and Web 2.0 tools are incorporated to ensure greater engagement of the students with the reading selections and activities. Drawing from a bank of informational texts, as well as classic and contemporary multi-cultural literature, students will acquire a wealth of new vocabulary through key words, academic words, and literary words. Explicit instruction in reading strategies will foster reading comprehension skills. Attention to grammar points and the writing process complete the plan and the comprehensive scope of the integrated curriculum. Student progress will be monitored through teacher observation, written assessments, student portfolios and a wide variety of projects and writing tasks evaluated according to individual rubrics. The curriculum is aligned to the NJSLS for elementary grades and the WIDA proficiency guidelines. All ESL students will: -Listen and gain meaning from spoken English from a variety of sources including but not limited to the teacher, classmates, guest speakers, audio recordings, audiovisual presentations, and songs. -Speak to express their opinion, share information, question and discuss in person and in recorded situations. -Read and gain meaning from all types of written English including but not limited to fiction, nonfiction, essays, poetry, newspaper and magazine articles, editorials, short stories, novels, resource materials and Internet articles. - Write to express their opinion, share information, persuade, question, and record their memories and thoughts via handwriting and word processing on the computer.
Grading Procedures:	English Language Learners (ELL) have special language acquisition needs which must be addressed through core content instruction as well as instruction in the English as a Second Language (ESL) classroom. To facilitate academic success and development of positive self -worth, English Learners shall be entitled to modifications in content and grading as outlined in the following guidelines and in coordination among the English Learner's ESL teacher and his regular classroom teacher(s). Upon an ELL's entry into the Washington Township Public Schools, the student will immediately be assessed by the appropriate ESL teacher, who will

employ the World Class Instructional Design and Assessment – WIDA Model. Based on the student's performance on the WIDA Model, as well as the student's academic performance, reading level in English, NJ State Assessment and/or standardized test results in English, teacher recommendation, and interview with one of our English as a Second Language (ESL) teachers, the student's eligibility to receive instruction in our district's English Language Learner (ELL) program will be determined. The goal of the ESL program is to help children learn English and meet age-appropriate academic standards. Based on the student's WIDA Model score as well as his/her previous school record, length of time in the United States, and family dynamics, the ESL teacher, the school principal (or his designee) and, if applicable, the student's guidance counselor, will confer with the student's parent(s) to determine the appropriate grade placement and course schedule. In regard to grade placement, it is also imperative that the calendar year of the EL entrant's previous school be considered, since not all schools follow the typical American September to June calendar. In addition, within the first month of arrival or school year, the content teachers, ESL teacher, guidance counselor and CST member (if applicable) will meet to review the education plan of the ELL and the WIDA proficiency levels along with the Can- Do descriptors and necessary modifications. (Appendix A) Based on the student's performance on the WIDA Model, the ESL teacher will develop a list of instructional accommodations for implementation by the EL's regular education teacher(s). The ESL teacher will communicate this information in writing and also through an initial meeting with the EL's regular education teacher(s) and guidance counselor. Recognizing that English Learners are continually developing English proficiency, ESL students may be considered for enrichment if their academic performance indicates successful participation. So that we may best address the individual needs of each English Learner, the practices outlined above are intentionally flexible, with the ultimate goals being facilitation of the English Learner's positive self -worth and promotion of English language development, as well as understanding of specific subject matter content.. It is very likely that a student may need modified grading for CORE subjects, such as language arts, math, science, technology education, health or social studies, but not for others, such as art, music or physical education depending on the required reading and writing activities as outlined by the NJSLS. At least once per marking period, the EL's regular education teacher(s) and his ESL teacher shall communicate in writing (and as much as practicable, in person) in regard to the student's progress toward English language proficiency and understanding of core subject content. Based on those assessments, the teachers may alter the modifications applicable to the specific EL student. Along with the issuance of a traditional school-issued report card, each EL and his parent(s) shall receive ESL grades on a translated report card, when needed, to view student progress in the ESL classroom. It is noted that when ELs receive a standard- based report card, teachers must keep in mind these practices below as they rate students along the proficiency continuum as these are practices at the upper levels. If an EL is capable of earning a "C" or better on our traditional grading scales with prescribed ESL modifications, then the earned letter grade(s) should be issued to the EL. Otherwise, an EL should be issued a passing grade of "P" (instead of a "D") if he demonstrates basic understanding of the subject matter, even if his ability to express his understanding in clear and accurate English is limited. If the student's limited English proficiency prevents even basic understanding of subject matter, then the student shall be issued a grade of "LB," representing "language barrier." - While a grade of "LB" (Language barrier) may be issued during any quarter, it may only be used as a final grade at the elementary and middle school levels. Whenever an ELL's regular education classroom progress is congruent with his level of English language proficiency, he may not be issued a failing grade. In other words, if an ELL is sincerely trying his best, then he should
not be issued a failing grade. At the same time, an ELL who intentionally puts forth no effort may be issued a grade of "F," but only after consultation among the student's ESL and regular education teacher(s) as well as his parent, the school principal (or his designee) and, if applicable the student's guidance counselor. Documentation must be provided that lack of language proficiency is not the cause of the EL's academic failure. In effect, an EL should not be issued a failing grade solely on the basis of lack of language proficiency. In general, an EL's promotion from one grade to the next shall be contingent upon the same promotion guidelines set for by the Board of Education for promotion of regular education students. However, the EL's building principal, ESL teacher, and guidance counselor, if applicable, will also confer with the student's parent(s) to review and consider the student's academic progress and level of language acquisition over the course of the school year. - SEE

	ASSESSMENT SECTION FOR GRADE LEVEL BENCHMARKS. Primary Resources: Reach Series, Cengage National Geographic Series, and all digital resources On-line Resources, iXL, Razkids, Brainpop ESL, AlphaChant, ELA program (such as Schoolwide, Fundations, or current program in use – see Elementary Supervisor for update.) Washington Township Principles for Effective Teaching and Learning · Implementing a standards-based curriculum · Facilitating a learner-centered environment · Using academic target language and providing comprehensible instruction · Adapting and using age-appropriate authentic materials · Providing performance-based assessment experiences · Infusing 21st century skills for College and Career Readiness in a global society
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Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Georgeann Figueroa- ESL Teacher grades 3-5

Under the Direction of:	Rosemarie Armstrong, Supervisor of World Languages and ESL, K-12

Written: 8/24/2020

Revised: _____

BOE Approval: _____

Unit 1 Title: Reach Level D-- Happy to Help- The Language of Social Studies
Unit Description: This unit launches with practice to make and respond to requests, tell a story, correctly use Social Studies academic vocabulary, grammar practice with complete sentences and their parts, and written description of characters in sentences, paragraphs and journal entries. Identifying different reading genres is also emphasized through various stories, a poem, autobiography, biography, and realistic fiction reading selections. The variety of genres used reinforces the text selections in the ELA classroom. Grammar lessons pertain to complete sentences, identifying simple subject and simple predicate, sentence capitalization, and correctly creating sentences with complete subject and predicates . Vocabulary includes academic social studies words, many reinforced from regular ELA classroom introduction. As in the ELA classroom, a vocabulary journal is maintained to increase usage of academic vocabulary and improve spelling. Monitoring and clarifying text main ideas and details, analyzing the plot and characters of stories, making comparisons, recognizing first-person narration, and identifying chronological order are reading strategies addressed. The skills of recognizing main ideas/details and analyzing literacy texts reinforce the lessons in the regular ELA classroom. Speaking and listening practice includes retelling a story, using gestures and expressions, listening to and learning from others, seeking clarification, making and responding to requests, and presenting an oral report. Writing emphasis looks at the aspects of describing characters and writing a personal narrative. Journaling is also used in ESL and ELA classes to help develop and reinforce writing skills. Phonics review and practice highlights the short a, I, o, u and -ch, -tch diagraphs.
Unit Duration: 3-4 weeks
Desired Results
Standard(s): 1. RL3.and RI3.1 1. Ask and answer questions to demonstrate understanding of the text, referring explicitly to the text as basis for the answers. 2. RL3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text. 3. RL3.3 Describe characters in a story, (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 4. RL3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. 5. RL3.5 refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 6. RL3.6 Distinguish their own point of view from that of the narrator or those of the characters. 7. RL3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story(e.g., create mood, emphasize aspects of a character or setting. 10. RL3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 2-3 text complexity band independently and proficiently. 2.   RI3.2 Determine the main idea of a text, recount the key details, and explain how they support the main idea. 3. RI3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. 4. RI3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. 6. RI3.6 Distinguish their own point of view from that of the author or text. 7. RI3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur. 10. RI3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 complexity band independently and proficiently. W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
Language Objectives: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of

formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

- **WIDA Can-Do Descriptors:** https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf

Essential Questions/Critical Understandings:	Essential Skills:
- How do people help each other? - Can one act of kindness make a difference? - How can one person change many lives? - What kinds of things can you do to help your community? - How do people make a difference in their communities? - How do language frames help to retell a story? - How do graphic organizers help to explain the plot of a story? - How do story previewing and story predicting help build reading comprehension?	- Content Connection- Individual responsibility - Theme Connection- Working together, overcoming obstacles - Retell a story - Make and respond to requests - Use gestures and expressions - Use nonverbal clues - Seek clarification - Listen to and learn from others - Write correct, complete sentences - Recognize subjects and predicates in sentences - Complete subjects and predicates in sentences

• How does recognizing a character's motivations in a story help reading comprehension? • How does making personal connections in a story help reading comprehension? • What is good citizenship? • How do I edit my writing? • How do I use a graphic organizer to make comparisons? • What new words are academic social studies vocabulary? What is an autobiography?	• Write simple subject/simple predicate sentences with correct agreement • Practice accompanying songs and chants in unit to reinforce vocabulary and pronunciation • Recognize and correctly define academic social studies vocabulary • Monitor and clarify information to ensure correct reading comprehension • Recognize characteristics of first-person narrative in an autobiography • Place words in alphabetical order using second letter of word entries

SIOP Features

Preparation		Scaffolding		Grouping Options	
☐	Adaptation of Content	☒	Modeling	☒	Whole Class
☒	Links to Background	☒	Guided practice	☒	Small Groups
☒	Links to Past Learning	☒	Independent practice	☒	Partners
☒	Strategies Incorporated	☒	Comprehensible input	☒	Independent

Integration of Processes		Application		Assessment	
☒	Reading	☒	Hands-on	☒	Individual
☒	Writing	☒	Meaningful	☐	Group
☒	Speaking	☒	Linked to objectives	☒	Written
☒	Listening	☒	Promotes engagement	☒	Oral

Learning/Instructional Strategies

- **Social/Emotional Learning:** During the first few weeks of school, the ESL teacher will assist students with regular classroom routines, schedules, school calendar, bus, cafeteria and playground rules, completion of required free/reduced forms, emergency cards, signed forms needed from parents, translations using TransAct, explanation of U. S. cultural differences, phone calls home or visits to parents.
- All ESL teachers collaborate to create the ESL Learning Fair which assists parents to ensure success and acclamation to school in the U.S.
- If necessary, the ESL teacher will provide lessons and practice for all ELLs in remote learning and direction to utilize the required platform for work completed independently at home in case of mandated hybrid/remote scheduling. (See appendix for suggestions to instruct ESL students remotely.)
- **ELA Collaboration:**

The current grade 3 ELA program is a comprehensive ELA curriculum composed of four modules or units of study. Each module focuses on a topic essential for building background knowledge, vocabulary, and writing skills. These highlighted skills are also an integral part of the ESL curriculum. For each module, students read a series of authentic texts on the module topic and engage with the texts critically and systematically. The approach is integrated and includes daily reading, writing, speaking, listening, grammar and vocabulary study which is based on the texts. A framework of questioning engages students in the content and in the process of reading complex texts. These questions guide students' daily work of encountering, understanding, and analyzing complex text. Students practice reading, writing, speaking, listening and language in an integrated way, with every strand of the standards woven throughout each module. These learning devices are also part of the ESL text units and teacher lesson plans. When themes are similar, It

is noted here in the ESL unit description.

The same Language Standards and Progress Indicators are utilized to measure student performance in both grade 3 ELA and ESL instruction. Many skills such as reading for comprehension, participating in guided group discussion about literature, writing as a group, in pairs, or individually, and listening to directions to complete assignments correctly are reinforced in the ESL classroom. The ELA teacher and ESL teacher should remain in close contact to individually assess ESL students' language progress and provide plans to address any problem areas for the ELLs in the ELA classroom.

Launch of ESL Unit 1 Happy to Help

Introduce the Big Question

Tap prior knowledge

Build Background through discussion, video view (MyNGConnect) or engage in interactive presentation

Preview the social studies story

Listen to and then read aloud the realistic fiction story, "Those Shoes"

Build comprehension by making predictions, practicing unit vocabulary, interpreting story drawings, understanding character motives, making connections

Begin short writing practices pertaining to story theme/plot- Use workbooks and journals (sentences, paragraph)

Introduce sentence main parts- subject/predicate and use workbook for practice and homework sheets

Scaffold vocabulary and reading concepts for newer students and students with IEPs

Scaffolding	
Level 1 Entering	• WIDA Can-Do Descriptors https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf https://www.state.nj.us/education/modelcurriculum/ela/3u1.shtml
Level 2 Beginning	• Use above link to show the expectations of Els (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level.
Level 3 Developing	• Use above link to show the expectations of Els (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level.
Level 4 Expanding	• Use above link to show the expectations of Els (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level.
Level 5 Bridging	• Use above link to show the expectations of Els (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level.
Level 6 Reaching	Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks	
Formative: • Exit Tickets • Concept maps/diagrams • ESL Portfolio Practice and homework for grammar and writing practice Running records Workbook pages Writing Journal Vocabulary Journal Assignments produced using Flipgrid, Seesaw, Power Point • IDE Projects (if teacher has received training) • See appendix for DRA and Lexile expectations throughout school year for grade 3	**Summative:** **September/October- all grade 3 students** • Writing Baseline • WIDA Model or ACCESS results • STAR results (language) **End of MP#1 (End of Nov.)** • **ELA benchmarks** **REACH Unit 1 Test** • Key Word/Vocabulary • Reading Comprehension • Grammar **Use rubrics to grade RAFT writing practice** **Use rubrics to grade tableau presentations** **Use rubrics to grade personal narrative** **Speaking assessments**

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May/Jun
Instructional	M or N	N	N or O	O	O or P	O or P	P	P	P or Q
Independent	M	M or N	N	N	O	O	O	O or P	P

Text/Resources:
- Reach Series- Cengage (includes room library books, Language Songs, Language and Literacy Teamwork Activities, Language Builder Picture Cards, Newcomer Level- In the U.S, Reach Into Phonics
- MyNGConnect
- Fundations
- STAR
- www.wida.us
- NJDOE Bilingual Website
- The SIOP Model
- ACCESS Testing
- IXL
- Raz-Kids (A-Z)
- Brainpop ESL
- Tumblebooks
- Flipgrid
- Nearpod
- Scholastic Storyworks Magazine
- IDE Units (if teacher has training and access to materials)
- Classroom Library

Interdisciplinary Connections

Science
- Reach Series Level D Content Stations- Study Feet and Shoes, Beating a Disease

Math
- Reach Series Level D Content Stations-What Size Is Your Shoe, The Long Road Home

Social Studies
- Reach Series Level D Content Stations- Volunteer for Community Service, People in the Community
- Unit 1 Academic Vocabulary- Social Studies

Exploratory Arts
Music- Reach Series Sing-Along books and CDs
- World Languages- Spanish cognates, sentence word order of other languages
- Art- Draw a self-portrait

Unit Modifications for Special Population Students	
Advanced Learners	Independent peer conferences, challenge students to use vivid vocabulary when writing, encourage brainstorming sessions, create dialog for a scene or series of drawings, write independently
Struggling Learners	Individual writing conferences, partner conferences with teacher monitoring, Use language frames for speaking and writing, use graphic organizers for reading and writing, allow students to use drawings to convey meaning, use timelines to explain sequence, provide models to demonstrate purpose of lesson or activity, use realia and pictures to convey meaning of new vocabulary, prompt with force-choice questions
English Language Learners	Individual writing conferences, reading buddies, writing buddies, display language frames, vocabulary cards, word wall lists This curriculum is designed for ELLs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf
Special Needs Learners	Use struggling learners' suggestions and follow IEP suggestions, conference often with Spec. Ed. Teacher, allow use of gestures and expressions to convey meanings
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. This document outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world.

Intended for integration throughout all K–12 academic and technical content areas, the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

Mission

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

Vision

An education in career readiness, life literacies, and key skills fosters a population that: • Continually self-reflects and seeks to improve the essential life and career practices that lead to success; • Uses effective communication and collaboration skills and resources to interact with a global society; • Possesses financial literacy and responsibility at home and in the broader community; • Plans, executes, and alters career goals in response to changing societal and economic conditions; and • Seeks to attain skill and content mastery to achieve success in a chosen career path.l

Indicators:
https://www.state.nj.us/education/aps/cccs/career/curriculum.htm

Review the following standards for expectations by grade 5:
https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf

- NGReach.com and Tool Kit
- Raz-Kids
- BrainpopESL
- SeeSaw
- Flipgrid
- Power Point
- Fundations
- Schoology
- OneNote
- Nearpod
- Hybrid school schedules that include remote learning
- On-line distance learning

The ESL curriculum addresses: Twenty-first century themes:
global awareness; financial, economic, business, and entrepreneurial literacy as grade appropriate; civic literacy; health
literacy; learning and innovation skills, including creativity and innovation, critical
thinking and problem solving, and communication and collaboration; information,
media, and technology skills; and life and career skills, including flexibility and
adaptability, initiative and self-direction, social and cross-cultural skills, productivity
and accountability, and leadership and responsibility

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Unit 2 Title: Reach Level D- Nature's Balance The Language of Science
Unit Description: This unit launches with emphasis on scarcity/abundance in nature, then focuses on ecosystems. Literature utilized includes genres of humor, science articles, riddles, and human interest. The variety of genres used reinforces the text selections in the ELA classroom. Grammar lessons pertain to types of sentences and identifying compound sentences using coordinating conjunctions. Vocabulary includes academic science words, many reinforced from regular classroom introduction. As in the ELA classroom, a vocabulary journal is maintained to increase usage of academic vocabulary and improve spelling. Cause/effect, recognizing main ideas, asking questions, comparing, and contrasting are reading strategies addressed. Asking questions and finding answers in the text is also part of Module 1 in the ELA curriculum. Speaking and listening practice includes asking and answering questions, connecting verbal and nonverbal language, giving, restating, and carrying out instructions. Writing emphasis looks at the aspects of a fable and how to write a fable. This practice is similar to the essay writing in Module 1 of the ELA classroom. Phonics review and practice highlights short e, words ending in ll, ss, zz, ck, the -sh, ch, th, wh, and ng diagraphs.
Unit Duration: 3-4 weeks

Desired Results
Standard(s): 1. RL3.and RI3.1 1. Ask and answer questions to demonstrate understanding of the text, referring explicitly to the text as basis for the answers. 2. RL3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text. 3. RL3.3 Describe characters in a story, (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 4. RL3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. 5. RL3.5 refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 6. RL3.6 Distinguish their own point of view from that of the narrator or those of the characters. 7. RL3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story(e.g., create mood, emphasize aspects of a character or setting. 10. RL3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 2-3 text complexity band independently and proficiently.
2. RI3.2 Determine the main idea of a text, recount the key details, and explain how they support the main idea. 3. RI3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. 4. RI3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. 6. RI3.6 Distinguish their own point of view from that of the author or text. 7. RI3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur. 10. RI3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 complexity band independently and proficiently.

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. |

| Language Objectives: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

Craft and Structure : NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas : NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Text Types and Purposes : NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge : NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing : NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehension and Collaboration : NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas : NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening : To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations— as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in

various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Conventions of Standard English : NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language : NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use: NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use : To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

- **WIDA Can-Do Descriptors:** https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf

Essential Questions/Critical Understandings:	Essential Skills:
- What happens when nature loses its balance? - Which is worse, too much or too little? - How are the parts of an ecosystem connected? - What is a food chain? - What can happen if one element of a food chain increases or decreases? - How can people help maintain nature's balance? - How does a Venn diagram help us compare and contrast? - What are the 4 types of sentences and how are they used? - How does asking questions as you read help reading comprehension? - How are cause/effect relationships used in literature? - How do people react when there is not balance in nature in their community? - What are riddles? - How do word's meanings and spellings help us	- Read to find topic sentence and details - Use story facts and prior knowledge to support an opinion - Preview and predicting when reading or listening - Share what you know - Ask and answer questions - Compare and contrast text information - Identify 4 types of sentences - Ask questions to yourself as you read to improve comprehension - Recognize cause/effect relationships in literature - Paraphrase text main ideas/details - Recognize and list sequence of events in a story - Recognize character changes in a story - Listen for the main idea - Write a short paragraph together as a class - Identify the relationship between word pronunciation, usage, or spelling in a riddle - Compare genres using graphic organizers - Plan, write, edit, and present a humorous short

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understand the riddle joke?	story
• How can I plan and write a humorous story?	• Plan, write, rehearse, and present an action theme theater show with classmates
• How can the class plan, rehearse, and present an action figure show about the unit themes?	• Work with a partner to give and carry out commands
• How do language frames help us give and carry out commands?	• Use text features to improve story comprehension
• What are the components of an ecosystem?	• Use dictionary information to correctly pronounce new vocabulary
• How do text features help comprehension?	• Recognize and write compound sentences
• How do I give instructions that others can follow?	• Plan, rehearse, and present a narrative presentation with a partner
• How does a dictionary help with pronunciation?	• Plan, write, edit, publish, and present a focused summary that is coherent
• How do I plan, rehearse, and present a group narrative presentation?	
• How do I write a good summary that is focused on the topic and coherent?	

SIOP Features

Preparation		Scaffolding		Grouping Options	
☒	Adaptation of Content	☒	Modeling	☒	Whole Class
☒	Links to Background	☒	Guided practice	☒	Small Groups
☒	Links to Past Learning	☒	Independent practice	☒	Partners
☒	Strategies Incorporated	☒	Comprehensible input	☒	Independent
Integration of Processes		**Application**		**Assessment**	
☒	Reading	☒	Hands-on	☒	Individual
☒	Writing	☒	Meaningful	☒	Group
☒	Speaking	☒	Linked to objectives	☒	Written
☒	Listening	☒	Promotes engagement	☒	Oral

Learning/Instructional Strategies

- All ESL teachers collaborate to create the ESL Learning Fair which assists parents to ensure success and acclamation to school in the U.S.
- If necessary, the ESL teacher will provide lessons and practice for all ELLs in remote learning and direction to utilize the required platform for work completed independently at home in case of mandated hybrid scheduling. (See appendix for suggestions to instruct ESL students remotely.)

ELA Collaboration:

The current grade 3 ELA program is a comprehensive ELA curriculum composed of four modules or units of study. Each module focuses on a topic essential for building background knowledge, vocabulary, and writing skills. These highlighted skills are also an integral part of the ESL curriculum. For each module, students read a series of authentic texts on the module topic and engage with the texts critically and systematically. The approach is integrated and includes daily reading, writing, speaking, listening, grammar and vocabulary study which is based on the texts. A framework of questioning engages students in the content and in the process of reading complex texts. These questions guide students' daily work of encountering, understanding, and analyzing complex text. Students practice reading, writing, speaking, listening and language in an integrated way, with every strand of the standards woven throughout each module. These learning devices are also part of the ESL text units and teacher lesson plans. When themes are similar, It is noted here in the ESL unit description.

The same Language Standards and Progress Indicators are utilized to measure student performance in both grade 3 ELA and ESL instruction. Many Wit and Wisdom skills such as reading for comprehension, participating in guided group discussion about literature, writing as a group, pair or individually, and listening to directions to complete assignments correctly are reinforced in the ESL classroom. The ELA teacher and ESL teacher work collaboratively to individually assess ESL students' language progress and provide plans to address any problem areas for the ELLs in the ELA classroom.

Launch of ESL Unit 2 Nature's Balance

Introduce the Big Question
Tap prior knowledge
Build Background through discussion, video view (MyNGConnect) or engage in interactive presentation
Preview the science story
Listen to and then read aloud the humorous fiction fable, " When Pigs Took Over"
Build comprehension by making predictions, practicing unit vocabulary, interpreting story drawings, understanding character motives, making connections, recognizing cause/effect
Begin short writing practices pertaining to story theme/plot- Use workbooks and journals (sentences, paragraph)
Introduce 4 types of sentences and use workbook and homework sheets for practice
Scaffold vocabulary and reading concepts for newer students and students with IEPs

Scaffolding	
Level 1 Entering	• WIDA Can-Do Descriptors https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf https://www.state.nj.us/education/modelcurriculum/ela/3u1.shtml
Level 2 Beginning	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 3 Developing	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 4 Expanding	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 5 Bridging	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 6 Reaching	Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks	

Formative:
 • Exit Tickets
 • Concept maps/diagrams
 • ESL Portfolio
   Practice and homework for grammar and writing practice
   Running records
   Workbook pages
   Writing Journal
   Vocabulary Journal
   Assignments produced using Flipgrid, Seesaw, Power Point
 • IDE Projects (if teacher has received training)
 • Writing projects at end of unit
 • See appendix for DRA and Lexile expectations throughout school year for grade 3
	Summative:
	   September/October- all grade 3 students
	     • Writing Baseline
	     • WIDA Model or ACCESS results
	     • STAR results (language)
	   End of MP#1 (End of Nov.)
	     • **ELA benchmarks**
	   REACH Unit 1 Test
	   • Key Word/Vocabulary
	   • Reading Comprehension
	   • Grammar
	 • **Grading with rubrics for writing summary**
	 • **Grading with rubrics for partner narrative presentation**
	 • **Grading with rubrics for group active theater presentation**
	 • **Speaking assessments**

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May/Jun
Instructional	M or N	N	N or O	O	O or P	O or P	P	P	P or Q
Independent	M	M or N	N	N	O	O	O	O or P	P

Text/Resources:
- Reach Series- Cengage (includes room library books, Language Songs, Language and Literacy Teamwork Activities, Language Builder Picture Cards, Newcomer Level- In the U.S, Reach Into Phonics
- MyNGConnect
- Fundations
- STAR
- www.wida.us
- NJDOE Bilingual Website
- The SIOP Model
- ACCESS Testing
- IXL
- Raz-Kids (A-Z)
- Brainpop ESL
- Tumblebooks
- Flipgrid
- Nearpod
- Scholastic Storyworks Magazine
- IDE Units (if teacher has training and access to materials)
- Classroom Library
- Language Builder Picture Cards

Interdisciplinary Connections

Science
- Reach Level D Content Stations- Invasive Species, Endangered Species

Math
- Reach Level D Content Stations- U.S. More or Less, Measuring Mega fish

Social Studies
- Reach Level D Content Stations- Supply and Demand, Our National Parks

Exploratory Arts
- **Performing Arts-** Action Theater presentation
- **Spanish-** Recognition of Spanish cognates, command forms and yes/no question formation in other languages
- **Music-** Sing-Alongs, songs, chants
- **Art-** Props for action theater, drawings/charts for narrative presentation

Unit Modifications for Special Population Students	
Advanced Learners	Independent peer conferences, challenge students to use vivid vocabulary when writing, encourage brainstorming sessions, create dialog for a scene or series of drawings, stage manager for active theater, add more details to written responses, share humorous stories from other cultures with class
Struggling Learners	Individual writing conferences, partner conferences with teacher monitoring, Use language frames for speaking and writing, use graphic organizers for reading and writing, allow students to use drawings to convey meaning, use timelines to explain sequence, provide models to demonstrate purpose of lesson or activity, use realia and pictures to convey meaning of new vocabulary, modify roles in presentations and active theater, use singular words in written responses, provide word lists to help with paragraph/story writing. Use MTSS intervention strategies.
English Language Learners	Individual writing/reading, read conferences, reading buddies, writing buddies, display language frames, vocabulary cards, word wall lists, related reading materials at correct reading level for newcomer This curriculum is designed for ELLs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf
Special Needs Learners	Use struggling learners' suggestions and follow IEP suggestions, conference often with Spec. Ed. Teacher. Use MTSS intervention strategies.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills

Indicators:

- https://www.state.nj.us/education/aps/ccs/career/curriculum.htm
- NGReach.com and Tool Kit
- Raz-Kids
- BrainpopESL
- SeeSaw
- Flipgrid
- Power Point
- Fundations
- Schoology
- OneNote
- Nearpod
- Hybrid school schedules that include remote learning
- On-line distance learning

Unit 3 Title: Reach Level D- Life in the Soil The Language of Science
Unit Description: This unit launches with the science theme of plant life cycles and plant diversity, then focuses on growth and change and our diverse world. These themes reinforce the ELA science module about space and relationships to scientific ideas. Literature utilized includes genres of realistic fiction, poetry, nonfiction, and computer blogs. The variety of genres used reinforces the authentic text selections in the ELA classroom. Grammar lessons pertain to plural noun formations, count/noncount nouns, common and proper nouns, use of articles before nouns, and multiple-meaning words. Vocabulary includes academic science words, many reinforced from regular classroom introduction. As in the ELA classroom, a vocabulary journal is maintained to increase usage of academic vocabulary and improve spelling. Making inferences, identifying main ideas/details, sequence of events are the reading strategies addressed. Recognizing sequence of scientific event reinforces the skills in the ELA unit. Speaking and listening practice includes asking for and giving information, defining, and explaining, restating and the of oral language reports. Writing emphasis pertains to fluency, prewriting, drafting, writing captions, editing, and creating a haiku. These steps are also taught in the ELA unit for writing an essay. Phonics review and practice highlights long a, i, o, u,and plural nouns with -s and -es.
Unit Duration: 3-4 weeks

Desired Results

Standard(s): 1. RL3.and RI3.1 1. Ask and answer questions to demonstrate understanding of the text, referring explicitly to the text as basis for the answers. 2. RL3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text. 3. RL3.3 Describe characters in a story, (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 4. RL3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. 5. RL3.5 refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 6. RL3.6 Distinguish their own point of view from that of the narrator or those of the characters. 7. RL3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story(e.g., create mood, emphasize aspects of a character or setting. 10. RL3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 2-3 text complexity band independently and proficiently.

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- **WIDA Can-Do Descriptors:** https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf

Essential Questions/Critical Understandings:	Essential Skills:
- What is so amazing about plants? - What are plants like? - What is it like where plants grow? - How do plants change as they grow? - How are plants different around the world? - What language frames help to give oral information in a correct way? - What are the parts of a plant? - What is the process/sequence of growing a plant? - How do we make most nouns plural? - How do we learn to make inferences when reading? - What question words are correct when asking for information? (5Ws) - How do story characters' actions give more information about their personalities and motives? - When do I use the articles a, and the in written sentences?	- Interpret a diagram of a plant and its parts and create a diagram of a plant that grows in the local community - Research a plant that is not native to the local community and present the information in a Power Point to the class - Draw a sequence of events to show how to grow and care for a certain flower, vegetable, or fruit - Correctly pluralize nouns that require an -s or -es - Use language frames to make an inference while reading - Correctly form questions using who, what, when, where, why, how - Respond to questions about story characters and explain how their actions reveal more about the character - Correctly add an article in front of nouns to demonstrate mastery of a, an, and their usage - Use first, next, then, after, finally to give correct sequence of events in reading selections

• What adverbs help explain sequence of events in a story or oral presentation? • How can we determine the correct meaning of multiple-meaning words? • What are the characteristics of a Haiku poem? • How can reading genres be compared? • How can we step into a story to plan, write, rehearse, and present a sequel of the story? • How do we define and explain using specific language frames? • How can a diagram help to locate and state the main idea and details in a story? • What is the difference between count and noncount nouns? • What language frames help to make inferences while reading? • How do text features in science readings help with reading comprehension? • What is the difference between common and proper nouns? • What are the language frames' steps to listen actively? • How can added suffixes to words change their meaning? • What are the plural forms of noncount nouns? • What formal language is needed to plan, write, rehearse, and present a Flipgrid news report about plants? • How can you write like a scientist and create a science article about plants?	• Recognize certain multiple-meaning words and explain the difference in usage of the word • Identify the aspects of Haiku poetry • Create a Haiku poem that displays the different characteristics of the genre • Complete diagrams to show main idea and details of a short reading selection • List noncount nouns and explain why they are classified as such • Identify text features in a reading selection and explain how they give more information to the reader • Define and give examples of common and proper nouns • List steps to improve active listening • Define a suffix and correctly use the suffixes -y, -less, and -ness to change the meaning of words • List the plural forms of common noncount nouns (weather, rain, snow, corn, etc.) • Plan, write, rehearse, and present a Flipgrid news report about plants, using formal English • Plan, choose a topic, write main ideas and details, edit, and publish a science article about plants with assistance from provided format and teacher conferencing

SIOP Features

Preparation		Scaffolding		Grouping Options	
☒	Adaptation of Content	☒	Modeling	☒	Whole Class
☒	Links to Background	☒	Guided practice	☒	Small Groups
☒	Links to Past Learning	☒	Independent practice	☒	Partners
☒	Strategies Incorporated	☒	Comprehensible input	☒	Independent
Integration of Processes		**Application**		**Assessment**	
☒	Reading	☒	Hands-on	☒	Individual
☒	Writing	☒	Meaningful	☐	Group
☒	Speaking	☒	Linked to objectives	☒	Written
☒	Listening	☒	Promotes engagement	☒	Oral

Learning/Instructional Strategies

- If necessary, the ESL teacher will provide lessons and practice for all ELLs in remote learning and direction to utilize the required platform for work completed independently at home in case of mandated hybrid scheduling. (See appendix for suggestions to instruct ESL students remotely.)

    ELA Collaboration:

The current grade 3 ELA program is a comprehensive ELA curriculum composed of four modules or units of study. Each module focuses on a topic essential for building background knowledge, vocabulary, and writing skills. These highlighted skills are also an integral part of the ESL curriculum. For each module, students read a series of authentic texts on the module topic and engage with the texts critically and systematically. The approach is integrated and includes daily reading, writing, speaking, listening, grammar and vocabulary study which is based on the texts. A framework of

questioning engages students in the content and in the process of reading complex texts. These questions guide students' daily work of encountering, understanding, and analyzing complex text. Students practice reading, writing, speaking, listening and language in an integrated way, with every strand of the standards woven throughout each module. These learning devices are also part of the ESL text units and teacher lesson plans. When themes are similar, It is noted here in the ESL unit description.

The same Language Standards and Progress Indicators are utilized to measure student performance in both grade 3 ELA and ESL instruction. Many skills such as reading for comprehension, participating in guided group discussion about literature, writing as a group, pair or individually, and listening to directions to complete assignments correctly are reinforced in the ESL classroom. The ELA teacher and ESL teacher should collaborate to individually assess ESL students' language progress and provide plans to address any problem areas for the ELLs in the ELA classroom.

Launch of ESL Unit 3- Life in the Soil
Introduce the Big Question
Tap prior knowledge
Build Background through discussion, video view (MyNGConnect) or engage in interactive presentation
Preview the science story
Listen to and then read aloud the realistic fiction story, "Two Old Potatoes and Me"
Build comprehension by practicing unit vocabulary, interpreting story drawings, understanding character motives, making connections, recognizing main ideas/details of the story, making inferences, recognizing sequence of events
Begin short writing practices pertaining to story theme/plot- Use workbooks and journals (sentences, paragraph)
Review and reinforce plural nouns, common and proper nouns, count/noncount nouns and use workbook and homework sheets for practice
Scaffold vocabulary and reading concepts for newer students and students with IEPs Give nonspeaking roles for Flipgrid presentation such as cameraman or speaking coach to newcomers or students with IEPs.

Scaffolding	
Level 1 Entering	• WIDA Can-Do Descriptors https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf • https://www.state.nj.us/education/modelcurriculum/ela/3u1.shtml
Level 2 Beginning	• Use above link to show the expectations of Els (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 3 Developing	• Use above link to show the expectations of Els (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 4 Expanding	• Use above link to show the expectations of Els (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 5 Bridging	• Use above link to show the expectations of Els (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 6 Reaching	Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

		Assessment/Performance Tasks	

Formative:
- Exit Tickets
- Concept maps/diagrams
- ESL Portfolio
  Practice and homework for grammar and writing practice
  Running records
  Workbook pages
  Writing Journal
  Vocabulary Journal
  Assignments produced using Flipgrid, Seesaw, Power Point
- IDE Projects (if teacher has received training)
- Writing Projects at end of unit
- See appendix for DRA and Lexile expectations throughout school year for grade 3

Summative:
  End of MP#1 (End of Nov.)
  - **ELA benchmarks**
  REACH Unit 3 Test
  - Key Word/Vocabulary
  - Reading Comprehension
  - Grammar
- **Grading with rubrics for writing like a scientist article**
- **Grading with rubrics for partner step into the story sequel presentation**
- **Grading with rubrics for group Flipgrid news report**
- **Speaking assessments**

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May/Jun
Instructional	M or N	N	N or O	O	O or P	O or P	P	P	P or Q
Independent	M	M or N	N	N	O	O	O	O or P	P

Text/Resources:
- Reach Series- Cengage (includes room library books, Language Songs, Language and Literacy Teamwork Activities, Language Builder Picture Cards, Newcomer Level- In the U.S, Reach Into Phonics
- MyNGConnect
- Fundations
- STAR
- www.wida.us
- NJDOE Bilingual Website
- The SIOP Model
- ACCESS Testing
- IXL
- Raz-Kids (A-Z)
- Brainpop ESL
- Tumblebooks
- Flipgrid
- Nearpod
- Scholastic Storyworks Magazine
- IDE Units (if teacher has training and access to materials)
- Classroom Library

Interdisciplinary Connections

Science
- Reach Level D Content Stations-Watch the Sprouts, African Rainforest Plant

Math
- Reach Level D Content Stations- Graph Plant Growth, Graph Temperature and Rainfall

Social Studies
- Reach Level D Content Stations- Create a State Flower Guide, Learn About Africa

Exploratory Arts
- **Art-** Creating and labeling a plant diagram, Write a science article with drawings/diagrams
- **Spanish-** Recognizing Spanish cognates, lack of indefinite articles in some languages, lack of plural noun forms in some languages
- **Music-** Sing-Alongs, songs, and chants

Unit Modifications for Special Population Students	
Advanced Learners	Independent peer conferences, challenge students to use vivid vocabulary when writing, encourage brainstorming sessions, create dialog for a scene or series of drawings, stage manager/anchor for Flipgrid news report
Struggling Learners	Individual writing conferences, partner conferences with teacher monitoring, Use language frames for speaking and writing, use graphic organizers for reading and writing, allow students to use drawings to convey meaning, use timelines to explain sequence, provide models to demonstrate purpose of lesson or activity, use realia and pictures to convey meaning of new vocabulary, modify roles in presentations and active theater, use sentence starters (sequence words) for writing
English Language Learners	Individual writing/reading, read conferences, reading buddies, writing buddies, display language frames, vocabulary cards, word wall lists, related reading materials at correct reading level for newcomers This curriculum is designed for ELLs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf
Special Needs Learners	Use struggling learners' suggestions and follow IEP suggestions, conference often with Spec. Ed. teacher
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills
Indicators:
• https://www.state.nj.us/education/aps/ccs/career/curriculum.htm • NGReach.com and Tool Kit • Raz-Kids • BrainpopESL • SeeSaw • Flipgrid • Power Point • Fundations • Schoology • OneNote • Nearpod • Hybrid school schedules that include remote learning • On-line distance learning

Unit 4 Title: Reach Series Level D- Let's Work Together- The Language of Social Studies
Unit Description: This unit launches with the social studies themes of community, cooperation, and leadership. The focus in on helping each other to get what we need and the importance of new ideas. Authentic literature utilized includes genres of realistic fiction, a fable, and persuasive articles. The variety of genres used reinforces the authentic text selections in the ELA classroom. Grammar lessons pertain to present tense action verbs, helping verbs, present tense verb forms of "to be" and "to have", introduction of prefixes, and subject-verb agreement. Vocabulary includes academic social studies words, many reinforced from regular classroom introduction. As in the ELA classroom, a vocabulary journal is maintained to increase usage of academic vocabulary and improve spelling. Determining importance in articles and stories, recognizing the story theme, are the reading strategies addressed. Speaking and listening practice includes expressing needs/wants and feelings, engaging in conversation, adjusting language for specific audiences, asking for clarification, and agreeing and disagreeing. This last skill reinforces the ELA unit lessons of giving opinions. Writing emphasis pertains to fluency, prewriting, drafting, writing captions, editing, writing dialog in a story, and writing a persuasive essay. Essay writing skills reinforce the ELA unit goal of writing an essay. Phonics review and practice highlights words with long a sound comprising of ai, and ay vowel blends, words with long e sound comprising of ee, ea vowel blends, words with long o sound comprising of oa, ow vowel blends, verbs ending in -ed and -ing.
Unit Duration: 3-4 weeks

Desired Results
Standard(s): 1. RL3.and RI3.1 1. Ask and answer questions to demonstrate understanding of the text, referring explicitly to the text as basis for the answers. 2. RL3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text. 3. RL3.3 Describe characters in a story, (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 4. RL3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. 5. RL3.5 refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 6. RL3.6 Distinguish their own point of view from that of the narrator or those of the characters. 7. RL3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story(e.g., create mood, emphasize aspects of a character or setting. 10. RL3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 2-3 text complexity band independently and proficiently.
2. RI3.2 Determine the main idea of a text, recount the key details, and explain how they support the main idea. 3. RI3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. 4. RI3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. 6. RI3.6 Distinguish their own point of view from that of the author or text. 7. RI3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur. 10. RI3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 complexity band independently and proficiently.
W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
Language Objectives: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key

supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure : NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas : NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Text Types and Purposes : NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge : NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing : NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehension and Collaboration : NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas : NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening : To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—

as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Conventions of Standard English : NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language : NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use: NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use : To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

- **WIDA Can-Do Descriptors:** https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf

Essential Questions/Critical Understandings:	Essential Skills:
- What's the best way to get things done? - What are the rewards of working together? - Why should we listen to new ideas? - How can I best express needs, wants and feelings? - What is the theme of the story? - How do I correctly form the present tense for action verbs? - How do I learn to determine importance of ideas in a reading selection? - What are the rules for engaging in conversations? - How can I best listen for important details? - What are prefixes and how do they change the meaning of a word? - How do I write a persuasive letter? - What is a dramatization?	- Give personal examples how working together helps get things done- prior knowledge - View building background video and give reasons why we should listen to new ideas - Use language frames to express needs, wants and feelings - Use graphic organizers to identify story theme - Identify rules for adding s to 3rd person present tense action verbs - Use language frames while reading to determine importance - Use language frames and courtesy to engage in a conversation - Use language frames to improve listening skills - Recognize and create new words using the prefixes "pre", "re", and "super" - Use a RAFT graphic organizer to create a

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• How can I persuade others to see my point of view? • How can I give my opinion and support it with evidence about a topic? • How are certain helping verbs used? • What are key words to use when agreeing and disagreeing in a conversation? • What are the opinions and cited evidence in a persuasive article? • How can classifying words help to better understand the meaning of a topic? • What is a fable? • What are authors' main purposes for writing? • How do I present a group persuasive presentation about sustainable farming?	persuasive letter • Create small groups to plan, write, rehearse, and present different parts of "Mama Panya's Pancakes" • Use language frames to create persuasive dialog • Use an opinion chart to express personal beliefs and cite evidence to support the opinion • Identify grammar rules for using can, could and should • Use academic language frames to agree and disagree and use language naturally • Read the science article, "A Better Way" and use a graphic organizer to identify opinions and cite evidence for those opinions • Classify words under their related topic • Read a fable, "The Grasshopper and the Ant" to identify characteristics of the genre • Identify the 3 purposes for authors' writing and list the author's purpose for each reading selection in the unit • Plan, write, draw, rehearse and present a Flipgrid group presentation about sustainable farming based on " A Better Way"

SIOP Features

Preparation	Scaffolding	Grouping Options
☒ Adaptation of Content	☒ Modeling	☒ Whole Class
☒ Links to Background	☒ Guided practice	☒ Small Groups
☒ Links to Past Learning	☒ Independent practice	☒ Partners
☒ Strategies Incorporated	☒ Comprehensible input	☒ Independent

Integration of Processes	Application	Assessment
☒ Reading	☒ Hands-on	☒ Individual
☒ Writing	☒ Meaningful	☒ Group
☒ Speaking	☒ Linked to objectives	☒ Written
☒ Listening	☒ Promotes engagement	☒ Oral

Learning/Instructional Strategies

- If necessary, the ESL teacher will provide lessons and practice for all ELLs in remote learning and direction to utilize the required platform for work completed independently at home in case of mandated hybrid scheduling. (See appendix for suggestions to instruct ESL students remotely.)

ELA Collaboration:
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The same Language Standards and Progress Indicators are utilized to measure student performance in both grade 3 ELA and ESL instruction. Many Wit and Wisdom skills such as reading for comprehension, participating in guided group

discussion about literature, writing as a group, pair or individually, and listening to directions to complete assignments correctly are reinforced in the ESL classroom. The ELA teacher and ESL teacher should remain in close contact to individually assess ESL students' language progress and provide plans to address any problem areas for the ELLs in the ELA classroom.

Launch of ESL Unit 4- Let's Work Together
Introduce the Big Question
Tap prior knowledge
Build Background through discussion, video view (MyNGConnect) or engage in interactive presentation
Preview the social studies story, "Mama Panya's Pancakes"
Listen to and then read aloud the realistic fiction story, "Mama Panya's Pancakes"
Build comprehension by practicing unit vocabulary, interpreting story drawings, understanding character motives, making connections, recognizing main ideas/details of the story, making inferences, recognizing sequence of events, identifying story theme
Begin short writing practices pertaining to story theme/plot- Use workbooks and journals (sentences, paragraph)
Review and reinforce present tense verb forms and subject-verb agreement and use workbook and homework sheets for practice
Scaffold vocabulary and reading concepts for newer students and students with IEPs Give nonspeaking roles for Flipgrid presentation such as cameraman or speaking coach to newcomers or students with IEPs.

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Level 5 Bridging	• Use above link to show the expectations of Els (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 6 Reaching	Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks	
Formative: • Exit Tickets • Concept maps/diagrams • ESL Portfolio Practice and homework for grammar and writing practice Running records Workbook pages Writing Journal Vocabulary Journal Assignments produced using Flipgrid, Seesaw, Power Point • IDE Projects (if teacher has received training) • Writing Projects at end of unit • See appendix for DRA and Lexile expectations throughout school year for grade 3	**Summative:** **End of MP#1 (End of Nov.)** • **ELA benchmarks** **REACH Unit 4 Test** • Key Word/Vocabulary • Reading Comprehension • Grammar • **Grading with rubrics for writing persuasive essay** • **Grading with rubrics for small group story presentation** • **Grading with rubrics for group Flipgrid presentation about sustainable farming** • **Speaking assessments**

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Instructional	M or N	N	N or O	O	O or P	O or P	P	P	P or Q
Independent	M	M or N	N	N	O	O	O	O or P	P

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• Fundations
• STAR
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• Raz-Kids (A-Z)
• Brainpop ESL
• Tumblebooks
• Flipgrid
• Nearpod
• Scholastic Storyworks Magazine
• IDE Units (if teacher has training and access to materials)
• Classroom Library

Interdisciplinary Connections
Science • Reach Level D Content Stations- Model an Assembly Line, Test Your Soil   **Math** • Reach Level D Content Stations- Egg Tart Profits, Make Your Own 5x5 Patterns   **Social Studies** • Reach Level D Content Stations- Assembly Line History, Sustainable Farming   **Exploratory Arts** • **Arts-** Create props for presentations, Create drawings for presentations • **World Languages-** Spanish cognates, lack of subject/verb agreement in some languages, omission of "to be" verb forms in some languages • **Music-** Sing-Along songs, CDs for songs and chants

Unit Modifications for Special Population Students	
Advanced Learners	Independent peer conferences, challenge students to use vivid vocabulary when writing, encourage brainstorming sessions, create dialog for a scene or series of drawings, stage manager/anchor for Flipgrid news report, write independently
Struggling Learners	Individual writing conferences, partner conferences with teacher monitoring, Use language frames for speaking and writing, use graphic organizers for reading and writing, allow students to use drawings to convey meaning, use timelines to explain sequence, provide models to demonstrate purpose of lesson or activity, use realia and pictures to convey meaning of new vocabulary, modify roles in presentations and active theater, create flyers to demonstrate persuasive text, small group brainstorming, use sentence starters for sentence writing
English Language Learners	Individual writing/reading, read conferences, reading buddies, writing buddies, display language frames, vocabulary cards, word wall lists, related reading materials at correct reading level for newcomers This curriculum is designed for ELLs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf
Special Needs Learners	Use struggling learners' suggestions and follow IEP suggestions, conference often with Spec. Ed. teacher
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills
Indicators:

• https://www.state.nj.us/education/aps/ccs/career/curriculum.htm
    • NGReach.com and Tool Kit
    • Raz-Kids
    • BrainpopESL
    • SeeSaw
    • Flipgrid
    • Power Point
    • Fundations
    • Schoology
    • OneNote
    • Nearpod
    • Hybrid school schedules that include remote learning
    • On-line distance learning

Unit 5 Title: Reach Level D—Mysteries of Matter (The Language of Science)
Unit Description: This unit launches with the science themes of phases of matter, forms of matter, water in its many forms, and the extreme places on earth. The focus is on how matter changes forms and what happens when matter is mixed or combined. Authentic literature utilized includes genres of science articles, a play, a web-based news article, and an interview. The variety of genres used reinforces the text selections in the ELA classroom. Grammar lessons pertain to adjectives, adjectives that compare, and possessive nouns and adjectives, antonym, and synonym recognition. Vocabulary includes academic science words, many reinforced from regular classroom introduction. As in the ELA classroom, a vocabulary journal is maintained to increase usage of academic vocabulary and improve spelling. Making connections with readings, analysis of characters and the plot in a story, the elements of a drama, cause/effect in a selection, and using text features to improve comprehension are the reading strategies addressed. Analyzing both the plot and characters is reinforcing the skills in Module 3 of the ELA materials. Speaking and listening practice includes describing action, elaborating, adjusting language according to speaker's purpose, and listening to take notes. Writing emphasis pertains to fluency, prewriting, drafting, writing captions, editing, writing dialog in a story, and using vivid words in writing and writing a book report. As in the ELA classroom, personal journaling responses are utilized. Phonics review and practice highlights long i sound with ie, igh, ong u sound with ui, ue, and r-controlled vowels.
Unit Duration: 3-4 weeks

Desired Results

Language Objectives: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Text Types and Purposes: NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a

new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge: NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing: NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehension and Collaboration: NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas: NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening : To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations— as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Conventions of Standard English: NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language: NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use: NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use : To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to

other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

WIDA Can-Do Descriptors: https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf

Essential Questions/Critical Understandings:	Essential Skills:
What causes matter to change? What happens when the temperature changes? What happens when two things mix? How do matter change form? What happens when matter is mixed or combined with other matter? What are 3 states of matter? What is a mixture? How do story characters' actions and words affect the story plot? What are adjectives? What happens when sudden weather changes occur? What are the elements of a drama? How does the chorus of a play help us to better comprehend the actions and dialog in a drama? What are comparative and superlative adjectives? What is the difference between formal and informal language? What are antonyms? What are the elements of a web-based news article? How would a school news reporter tell fellow students about a web-based article? How can the play, "Melt the Snow" be performed by the whole class? How can adjectives enhance descriptions of places? What are examples of cause and effect in matter and weather changes? What are possessive adjectives and when are they used? What are the facts and the myths about quicksand? How are possessive nouns formed? How do I listen and take notes about a topic? What are synonyms? What are wetlands and how does matter mix in wetlands? How do I write a literary response to a reading selection that is interesting and includes well-developed ideas/opinions?	Describe action using scientific vocabulary Read and interpret a thermometer Observe and explain scientific experiments/processes List the states of matter Define science vocabulary words Use language frames when describing observed actions in changes of matter Use a graphic organizer to explain how story characters' actions and words affect the plot Define, locate, and give examples of adjectives Review weather vocabulary by activating prior knowledge and elaborate about sudden weather changes With the whole class, read a play and act out the character's part and follow stage directions Identify and correctly form regular and irregular comparative and superlative adjectives Identify what influences use of formal and informal language and vocabulary words associated with both (May I…? Please…) Define antonyms and provide antonyms for various words/adjectives Identify the features of a web-based news article Use the RAFT writing model to report about a web-based article to fellow classmates Plan, create masks or headbands, rehearse, and film a Flipgrid presentation of "Melt the Snow" Use language frames and vivid adjectives to describe places Use a graphic organizer to list causes and effects in matter and weather changes Identify singular and plural possessive adjectives and use them correctly in oral and written sentences Read, interpret facts and text features in the science article, "Quicksand: When Earth Turns to Liquid" Explain rules for forming possessive nouns and use correct possessive nouns in written sentences Use language frames to take notes about information heard orally Define and identify synonyms and then list synonyms for words/adjectives Read the interview, "Meet Maycira Costa" and identify the different matter that lives in wetlands and how they influence each other Plan, write, research, edit and publish a literacy response to a selection in the unit that is well-developed and interesting

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SIOP Features		
Preparation	**Scaffolding**	**Grouping Options**
x Adaptation of Content	☒ Modeling	☒ Whole Class
☒ Links to Background	☒ Guided practice	☒ Small Groups
☒ Links to Past Learning	☒ Independent practice	☒ Partners
☒ Strategies Incorporated	☒ Comprehensible input	☒ Independent
Integration of Processes	**Application**	**Assessment**
☒ Reading	☒ Hands-on	☒ Individual
☒ Writing	☐ Meaningful	☐ Group
☒ Speaking	☒ Linked to objectives	☒ Written
☒ Listening	☒ Promotes engagement	☒ Oral

Learning/Instructional Strategies

Social/Emotional Learning

If necessary, the ESL teacher will provide lessons and practice for all ELLs in remote learning and direction to utilize the required platform for work completed independently at home in case of mandated hybrid scheduling. (See appendix for suggestions to instruct ESL students remotely.)

ELA Collaboration:

In the regular 3rd grade ELA classrooms, the current materials and comprehensive ELA curriculum are composed of four modules or units of study. Parts of these modules are reflected in the themes covered in the ESL curriculum and focus on building background knowledge, academic vocabulary, and writing skills. As in the ESL curriculum, authentic texts engage the students and encourage them to think critically and systematically. The ELA approach is integrated and includes daily reading, writing, speaking, listening, grammar and vocabulary study which is based on the texts. A framework of questioning engages students in the content and in the process of reading complex texts. These questions guide students' daily work of encountering, understanding, and analyzing complex text. Students practice reading, writing, speaking, listening and language in an integrated way, with every strand of the standards woven throughout each module. These learning devices are also part of the ESL texts and teacher lesson plans. Therefore, the lessons in the ELA classroom are reinforced in the ESL curriculum.

The same Language Standards and Progress Indicators are utilized to measure student performance in both grade 3 ELA and ESL instruction. ELA skills such as reading for comprehension, participating in guided group discussion about literature, writing as a group, pair or individually, and listening to directions to complete assignments correctly are reinforced in the ESL classroom. The ELA teacher and ESL teacher should collaborate to individually assess ESL students' language progress and provide plans to address any problem areas for the ELLs in the ELA classroom.

Launch of ESL Unit 5 Mysteries of Matter

Introduce the Big Question

Tap prior knowledge

Build Background through discussion, video view (MyNGConnect) or engage in interactive presentation

Preview the science story

Listen to and then read aloud the drama, "Melt the Snow"

Build comprehension by making predictions, practicing unit vocabulary, interpreting story drawings, understanding character traits and motives, making connections, following stage directions

Begin short writing practices pertaining to story theme/plot- Use workbooks and journals (sentences, paragraph)

Introduce adjectives- comparative and superlative forms and use workbook for practice and homework sheets

Scaffold vocabulary and reading concepts for newer students and students with IEPs

Scaffolding	
Level 1 Entering	WIDA Can-Do Descriptors https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf https://www.state.nj.us/education/modelcurriculum/ela/3u1.shtml
Level 2 Beginning	Use above link to show the expectations of Els (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level.
Level 3 Developing	Use above link to show the expectations of Els (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level.
Level 4 Expanding	Use above link to show the expectations of Els (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level.
Level 5 Bridging	Use above link to show the expectations of Els (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level.

Level 6 Reaching	Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks

Formative:
Exit Tickets
Concept maps/diagrams
ESL Portfolio
    Practice and homework for grammar and writing practice
    Running records
    Workbook pages
    Writing Journal
    Vocabulary Journal
    Assignments produced using Flipgrid, Seesaw, Power Point
    Oral assesment
IDE Projects (if teacher has received training)
See appendix for DRA and lexile expectations throughout school year for grade 3
	Summative:
	
	    End of MP#2 (End of Jan.)
	ELA benchmarks
	    REACH Unit 5 Test
	Key Word/Vocabulary
	Reading Comprehension
	Grammar
	
	Use of rubrics to grade book report, theme theater, RAFT writing

Text/Resources:
Reach Series- Cengage (includes room library books, Language Songs, Language and Literacy Teamwork Activities, Language Builder Picture Cards, Newcomer Level- In the U.S, Reach Into Phonics
MyNGConnect
Fundations
STAR

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May/Jun
Instructional	M or N	N	N or O	O	O or P	O or P	P	P	P or Q
Independent	M	M or N	N	N	O	O	O	O or P	P

www.wida.us
NJDOE Bilingual Website
The SIOP Model
ACCESS Testing
IXL
Raz-Kids (A-Z)
Brainpop ESL
Tumblebooks
Flipgrid
Nearpod
Scholastic Storyworks Magazine
IDE Units (if teacher has training and access to materials)
Classroom Library

Interdisciplinary Connections
Science Reach Series Level D Content Stations- Water Cycle in a Bag, Quicksand in a Bowl **Math** Reach Series Level D Content Stations- Melting Race, Danger, Quicksand! **Social Studies** Reach Series Level D Content Stations- Chart Digital Media, Report on Morecambe Bay Unit 1 Academic Vocabulary- Social Studies **Exploratory Arts** Music- Reach Series Sing-Along books and CDs World Languages- Spanish cognates, adjective placement in other languages, omission of possessive adjectives in some languages, possessive noun formation in some languages Art- Create masks or headbands to depict drama characters in "Melt the Snow", discussion of the interesting textures of sand and water **Music** Sing-Along Book, song, and chants CDs

Unit Modifications for Special Population Students	
Advanced Learners	Independent peer conferences, challenge students to use vivid vocabulary when writing, encourage brainstorming sessions, direct drama presentation, write informal emails independently
Struggling Learners	Individual writing conferences, partner conferences with teacher monitoring, Use language frames for speaking and writing, use graphic organizers for reading and writing, allow students to use drawings to convey meaning, use timelines to explain sequence, provide models to demonstrate purpose of lesson or activity, use realia and pictures to convey meaning of new vocabulary, assign drama part with less lines, provide format for letter writing, MTSS strategies will be used for interventions.
English Language Learners	Individual writing conferences, reading buddies, writing buddies, display language frames, vocabulary cards, word wall lists This curriculum is designed for ELLs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf
Special Needs Learners	Use struggling learners' suggestions and follow IEP suggestions, conference often with Spec. Ed. Teacher. Refer to MTSS strategies.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills
Indicators: https://www.state.nj.us/education/aps/ccs/career/curriculum.htm NGReach.com and Tool Kit Raz-Kids BrainpopESL SeeSaw Flipgrid Power Point Fundations Schoology OneNote Nearpod Hybrid school schedules that include remote learning On-line distance learning

Unit 6 Title: Reach Level D- From Past to Present. (The Language of Social Studies)
Unit Description: This unit launches with emphasis on culture and traditions, heritage, and art and music, then focuses on music in culture and how artists influence culture. These themes mirror the ELA Module 3 theme of immigration. Literature utilized includes genres of song lyrics, biography, legend, folktale, descriptive article, and personal profile. The variety of genres used reinforces the text selections in the ELA classroom. Grammar lessons pertain to subject, object, demonstrative and possessive pronouns, pronoun agreement and homophones. Vocabulary includes academic social studies words and academic vocabulary about the arts, many reinforced from regular classroom introduction. As in the ELA classroom, a vocabulary journal is maintained to increase usage of academic vocabulary and improve spelling. Visualization, literary character analysis, understanding steps in a process, and making comparisons are reading strategies addressed. Speaking and listening practice includes asking for and giving information, summarizing spoken messages, engaging in discussion, listening for implicit ideas, and using nonverbal clues. Engaging in discussion is also practiced in the ELA curriculum at this time in the school year.   Writing emphasis looks at the aspects of sensory language use, biographical writing, and how-to articles. As in the ELA classroom, personal journaling responses are utilized. Phonics review and practice briefly highlights r-controlled vowels, placement, and pronunciation of the -y, and words with /oi/oy, ou, ow, oo, au, aw, al, all.
Unit Duration: 3-4 weeks

Desired Results
Language Objectives: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.   NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   Craft and Structure: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.   NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.   NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.   Integration of Knowledge and Ideas: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.   NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.   NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.   Text Types and Purposes: NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.   NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   Production and Distribution of Writing   NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a

new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge: NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing: NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehension and Collaboration: NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas: NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening : To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations— as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Conventions of Standard English: NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language: NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use: NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use : To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to

other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

WIDA Can-Do Descriptors: https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf

Essential Questions/Critical Understandings	**Essential Skills:**
How can we preserve our traditions? What creates a musical heritage? How do artists and storytellers share traditions? What vocabulary is important for asking and giving information? How can I classify details from a reading selection to improve comprehension? What are subject pronouns? How does visualizing when reading help comprehension? What is the best way to engage in a polite discussion? How do types of instruments, rhythms, tunes, and lyrics express culture? What are object pronouns? Why is music an important tradition? How do I summarize spoken messages? What is a tongue twister? What are the elements of a biography? When do I use a subject pronoun or an object pronoun? What important details should be included in a biography about a famous person? What are the aspects of a recital? How do people share the past with each other? How do I give and follow instructions? How can I understand the steps in a process? What are demonstrative pronouns? What are possessive pronouns? What are implicit ideas? What are homophones? What are the elements of a profile? What is a folktale? How do I create a how-to presentation for the class? How can I write like an interviewer?	Participate in a whole class discussion about cultural traditions in students' homes to tap prior knowledge (Ensure equity in the resources used) Participate in a whole class discussion about cultural traditions in students' homes to tap prior knowledge Use a drawing to represent a cultural tradition of your family or country Correctly use the 5W question words and use language frames to ask for and give information Use a detail web to list and classify details from a reading selection Identify and correctly use subject pronouns in writing to vary sentence structure Use language frames and sensory language to visualize details in a story Use language frames to practice the rules of engaging in a polite discussion Introduce and explain a cultural aspect of music from student country to the class Identify and correctly use object pronouns in writing Use language frames to summarize a spoken message Identify and create a tongue twister using playful language Read a short biography and identify its elements Identify the rules of pronoun agreement and create correct sentences that combine usage of subject and object pronouns Use the RAFT model to write a biographical paragraph about your favorite musician Use a selected song with sensory language and plan, rehearse and present the lyrics using props or drawings to best convey the feelings of the music Use a graphic web to list how people share the past with each other during a class discussion Use language frames to model structures for giving directions to make something Use a flowchart to follow the steps in a process Identify and correctly use demonstrative pronouns when referring to people, places, and things Identify and correctly use possessive pronouns orally and in writing Use language frames to listen for implicit ideas to

	improve oral comprehension
	Identify pairs of homophones
	Read a profile and identify the facts and other elements in the selection
	Read a folktale and identify the main elements in the selection
	With a partner, plan, write, rehearse, and present a how-to instructional using necessary materials for each student to create a final project
	Plan, create questions and interview a person who helps preserve a special tradition and use Flipgrid to report to the class about the tradition

SIOP Features

Preparation		Scaffolding		Grouping Options	
☒	Adaptation of Content	☒	Modeling	☒	Whole Class
☒	Links to Background	☒	Guided practice	☒	Small Groups
☒	Links to Past Learning	☒	Independent practice	☒	Partners
☒	Strategies Incorporated	☒	Comprehensible input	☒	Independent
Integration of Processes		**Application**		**Assessment**	
☒	Reading	☒	Hands-on	☒	Individual
☒	Writing	☒	Meaningful	☒	Group
☒	Speaking	☒	Linked to objectives	☒	Written
☒	Listening	☒	Promotes engagement	☒	Oral

Learning/Instructional Strategies

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If necessary, the ESL teacher will provide lessons and practice for all ELLs in remote learning and direction to utilize the required platform for work completed independently at home in case of mandated hybrid scheduling. (See appendix for suggestions to instruct ESL students remotely.)

ELA Collaboration:
The current grade 3 ELA program is a comprehensive ELA curriculum composed of four modules or units of study. Each module focuses on a topic essential for building background knowledge, vocabulary, and writing skills. These highlighted skills are also an integral part of the ESL curriculum. For each module, students read a series of authentic texts on the module topic and engage with the texts critically and systematically. The approach is integrated and includes daily reading, writing, speaking, listening, grammar and vocabulary study which is based on the texts. A framework of questioning engages students in the content and in the process of reading complex texts. These questions guide students' daily work of encountering, understanding, and analyzing complex text. Students practice reading, writing, speaking, listening and language in an integrated way, with every strand of the standards woven throughout each module. These learning devices are also part of the ESL text units and teacher lesson plans. When themes are similar, it is noted here in the ESL unit description.
The same Language Standards and Progress Indicators are utilized to measure student performance in both grade 3 ELA and ESL instruction. Many Wit and Wisdom skills such as reading for comprehension, participating in guided group discussion about literature, writing as a group, pair or individually, and listening to directions to complete assignments correctly are reinforced in the ESL classroom. The ELA teacher and ESL teacher should collaborate to individually assess ESL students' language progress and provide plans to address any problem areas for the ELLs in the ELA classroom.

Launch of ESL Unit 6 From Past to Present
Introduce the Big Question
Tap prior knowledge
Build Background through discussion, video view (MyNGConnect) or engage in interactive presentation
Preview the social studies selection

Listen to and then read aloud the song lyrics, "Oye, Celia!"
Build comprehension by making predictions, practicing unit vocabulary, understanding character traits, making connections, recognizing sensory language, visualizing, following steps in a process
Begin short writing practices pertaining to story elements- Use workbooks and journals (sentences, paragraph)
Introduce 4 subject pronouns and use workbook and homework sheets for practice
Scaffold vocabulary and reading concepts for newer students and students with IEPs

Scaffolding	
Level 1 Entering	WIDA Can-Do Descriptors https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf https://www.state.nj.us/education/modelcurriculum/ela/3u1.shtml
Level 2 Beginning	Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 3 Developing	Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 4 Expanding	Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 5 Bridging	Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 6 Reaching	Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

	Assessment/Performance Tasks	

Formative:
Exit Tickets
Concept maps/diagrams
ESL Portfolio
    Practice and homework for grammar and writing
    practice
    Running records
    Workbook pages
    Writing Journal
    Vocabulary Journal
    Assignments produced using Flipgrid, Seesaw,
    Power Point
IDE Projects (if teacher has received training)
Writing projects at end of unit
See appendix for DRA and lexile expectations
throughout school year for grade 3

Summative:
    September/October- all grade 3 students
Writing Baseline
WIDA Model or ACCESS results
STAR results (language)
    End of MP#2 (End of Jan.)
ELA benchmarks
    REACH Unit 6 Test
Key Word/Vocabulary
Reading Comprehension
Grammar
Grading with rubrics for writing summary
Grading with rubrics for partner oral presentation
Grading with rubrics for group active theater
presentation

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May/Jun
Instructional	M or N	N	N or O	O	O or P	O or P	P	P	P or Q
Independent	M	M or N	N	N	O	O	O	O or P	P

Text/Resources:
Reach Series- Cengage (includes room library books, Language Songs, Language and Literacy Teamwork
Activities, Language Builder Picture Cards, Newcomer Level- In the U.S, Reach Into Phonics
MyNGConnect
Fundations
STAR
www.wida.us
NJDOE Bilingual Website
The SIOP Model
ACCESS Testing
IXL
Raz-Kids (A-Z)
Brainpop ESL
Tumblebooks
Flipgrid
Nearpod
Scholastic Storyworks Magazine
IDE Units (if teacher has training and access to materials)
Classroom Library
Language Builder Picture Cards

Interdisciplinary Connections
Science Reach Level D Content Stations- Musical Instruments, Raise a Totem Pole **Math** Reach Level D Content Stations- Music and Fractions, Tlingit Numbers **Social Studies** Reach Level D Content Stations- Talking Music, Raise a Totem Pole **Exploratory Arts** **Performing Arts-** Action Theater presentation- recital **Spanish-** Recognition of Spanish cognates, lack of expressing gender in other languages **Music-** Sing-alongs, songs, chants **Art-** Props for action theater, drawings/charts for oral presentation

Unit Modifications for Special Population Students	
Advanced Learners	Independent peer conferences, challenge students to use vivid vocabulary when writing, encourage brainstorming sessions, create dialog for a scene or series of drawings, stage manager for active theater
Struggling Learners	Individual writing conferences, partner conferences with teacher monitoring, Use language frames for speaking and writing, use graphic organizers for reading and writing, allow students to use drawings to convey meaning, use timelines to explain sequence, provide models to demonstrate purpose of lesson or activity, use realia and pictures to convey meaning of new vocabulary, modify roles in presentations and active theater. Refer to MTSS strategies.
English Language Learners	Individual writing/reading, read conferences, reading buddies, writing buddies, display language frames, vocabulary cards, word wall lists, related reading materials at correct reading level for newcomer This curriculum is designed for ELLs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf
Special Needs Learners	Use struggling learners' suggestions and follow IEP suggestions, conference often with Spec. Ed. Teacher. Refer to MTSS strategies.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

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Integration of 21st Century Skills
Indicators: https://www.state.nj.us/education/aps/ccs/career/curriculum.htm NGReach.com and Tool Kit Raz-Kids BrainpopESL SeeSaw Flipgrid Power Point Fundations Schoology OneNote Nearpod Hybrid school schedules that include remote learning On-line distant learning

Unit 7 Title: Reach Level D- Blast! Crash! Splash! (The Language of Science)
Unit Description: This unit launches with the science theme of forces of nature, nature's impact on land and living things, and the power of nature, then focuses on volcanoes and tsunamis. Literature utilized includes the genres of narrative poetry, photo essay, historical fiction, and on-line articles. ELA Module 4 also contains poetry to emphasis the arts in literature and both the ELA materials and ESL materials refer to two famous female singers and their influence in society. The variety of genres used reinforces the text selections in the ELA classroom. Grammar lessons pertain to adverbs, prepositions and prepositional phrases, and compound word meanings. Vocabulary includes academic science words, many reinforced from regular classroom introduction. As in the ELA classroom, a vocabulary journal is maintained to increase usage of academic vocabulary and improve spelling. Recognizing cause/effect, synthesizing information, the elements of poetry, and imagery analysis are the reading strategies addressed. Poetry elements and imagery analysis of the arts is also introduced in the ELA classroom at this time. Speaking and listening practice includes telling an original story, summarizing, expressing opinions and ideas, asking for clarification, and listening critically. Writing emphasis pertains to fluency, prewriting, drafting, writing, editing, and creating a research report, using precise words when writing descriptions, and paragraph summaries. As in the ELA classroom, personal journaling responses are utilized. Phonics review and practice briefly highlights hard and soft c and g, silent consonant words, words with oo, and multisyllabic words.
Unit Duration: 3-4 weeks

Desired Results
Standard(s): 1. RL3.and RI3.1 1. Ask and answer questions to demonstrate understanding of the text, referring explicitly to the text as basis for the answers. 2. RL3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text. 3. RL3.3 Describe characters in a story, (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 4. RL3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. 5. RL3.5 refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 6. RL3.6 Distinguish their own point of view from that of the narrator or those of the characters. 7. RL3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting. 10. RL3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 2-3 text complexity band independently and proficiently. 2.   RI3.2 Determine the main idea of a text, recount the key details, and explain how they support the main idea. 3. RI3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures ina text, using language that pertains to time, sequence, and cause/effect. 4. RI3.4 determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. 6. RI3.6 Distinguish their own point of view from that of the author or text. 7. RI3.7 Use information gained from illustrations (e.g., maps, photographs) and the words ina text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur. 10. RI3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 complexity band independently and proficiently. W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. W.3.7. Conduct short research projects that build knowledge about a topic. W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Language Objectives: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
Text Types and Purposes: NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing
NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge: NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing: NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Comprehension and Collaboration: NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas: NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and

enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening : To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations— as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Conventions of Standard English: NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language: NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use: NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use : To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

WIDA Can-Do Descriptors: https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf

Essential Questions/Critical Understandings:	Essential Skills:
What forces can change nature?	Name forces of nature
Why are we fascinated by volcanoes?	Draw a picture of a force or nature and explain what
What gives a tsunami its power?	occurs in the drawing using prior knowledge
What causes earthquakes?	Use language frames to tell an original story
How can I tell an original story to others?	Use an imagery graphic chart to help others better
How does imagery in a story help to enhance the	understand story descriptions
action, places, and people in the story?	Identify adverbs and create sentences that use
What are adverbs and what do they describe?	adverbs to better describe the sentence topics
How do I synthesize story information from text and	Use language frames to draw conclusions and
text features to improve reading comprehension?	synthesize information from texts
What are the elements of a story summary?	Use a language frame to summarize a story
What are the aspects of a narrative poem?	Read a narrative poem and identify the elements of
How do I stay on topic in a story summary?	this type of genre

How do Greek and Latin roots of vocabulary words help to explain the words' meanings? What is the best way to express opinions and ideas to others? How can we recognize cause and effect in texts? What are prepositions and how are they used in sentences? What is historical fiction? What is a prepositional phrase? How can we improve comprehension by listening critically? How do we analyze compound words to define them? What are the elements of an online article? How can I write a paragraph about a force of nature? How can I depict a scene from a story using the theme theater? What are the steps in the process of writing a research report?	Use language frames to summarize a text and stay on topic Define basic Greek and Latin roots that help explain the meaning of the word Read a photo essay and draw conclusions that help synthesize the text's facts Use the RAFT model to create a photo essay about volcanoes Use language frames to express opinions/ideas using opinion words and giving reasons for opinions Define cause/effect and use cause/effect charts to identify their relationship in a text Define and recognize common prepositions and categorize what they show or tell Read an historical fiction selection, "Selvakumar Knew Better", and identify the story's elements Identify the parts of a prepositional phrase and create sentences that use these phrases Use language frames to listen critically to a speaker Recognize and interpret the meaning of compound words Read an online article and interpret the parts of the article and how information is shared Use the RAFT writing model and tell about a force of nature you experienced or read about Work in small groups to plan, rehearse, and present a scene from "Selvakumar Knew Better" Write like a researcher by choosing a topic, conducting Internet research, organizing facts and writing, editing, and publishing the report

Commented [GF1]:

SIOP Features					
Preparation		**Scaffolding**		**Grouping Options**	
☒	Adaptation of Content	☒	Modeling	☒	Whole Class
☒	Links to Background	☒	Guided practice	☒	Small Groups
☒	Links to Past Learning	☒	Independent practice	☒	Partners
☒	Strategies Incorporated	☒	Comprehensible input	☒	Independent
Integration of Processes		**Application**		**Assessment**	
☒	Reading	☒	Hands-on	☒	Individual
☒	Writing	☒	Meaningful	☒	Group
☒	Speaking	☒	Linked to objectives	☒	Written
☒	Listening	☒	Promotes engagement	☒	Oral

Learning/Instructional Strategies

If necessary, the ESL teacher will provide lessons and practice for all ELLs in remote learning and direction to utilize the required platform for work completed independently at home in case of mandated hybrid scheduling. (See appendix for suggestions to instruct ESL students remotely.)

ELA Collaboration:

The current grade 3 ELA program is a comprehensive ELA curriculum composed of four modules or units of study. Each module focuses on a topic essential for building background knowledge, vocabulary, and writing skills. These highlighted skills are also an integral part of the ESL curriculum. For each module, students read a series of authentic texts on the module topic and engage with the texts critically and systematically. The approach is integrated and includes daily reading, writing, speaking, listening, grammar and vocabulary study which is based on the texts. A framework of questioning engages students in the content and in the process of reading complex texts. These questions guide students' daily work of encountering, understanding, and analyzing complex text. Students practice reading, writing, speaking, listening and language in an integrated way, with every strand of the standards woven throughout each module. These learning devices are also part of the ESL text units and teacher lesson plans. When themes are similar, It is noted here in the ESL unit description.

The same Language Standards and Progress Indicators are utilized to measure student performance in both grade 3 ELA and ESL instruction. Many Wit and Wisdom skills such as reading for comprehension, participating in guided group discussion about literature, writing as a group, pair or individually, and listening to directions to complete assignments correctly are reinforced in the ESL classroom. The ELA teacher and ESL teacher should remain in close contact to individually assess ESL students' language progress and provide plans to address any problem areas for the ELLs in the ELA classroom.

Launch of ESL Unit 7- Blast! Crash! Splash!

Introduce the Big Question

Tap prior knowledge

Build Background through discussion, video view (MyNGConnect) or engage in interactive presentation

Preview the science narrative poem, "An Island Grows"

Build comprehension by practicing unit vocabulary, interpreting story drawings, making connections, recognizing main ideas/details of the story, making inferences, recognizing sequence of events, recognizing story imagery, drawing conclusions, and synthesizing information

Begin short writing practices pertaining to story theme/plot- Use workbooks and journals (sentences, paragraph)

Review and reinforce adverb usage and use workbook and homework sheets for practice

Scaffold vocabulary and reading concepts for newer students and students with IEPs Give nonspeaking roles for Flipgrid or class presentation such as cameraman or speaking coach to newcomers or students with IEPs.

Scaffolding

Level 1 Entering	WIDA Can-Do Descriptors https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf https://www.state.nj.us/education/modelcurriculum/ela/3u1.shtml
Level 2 Beginning	Use above link to show the expectations of Els (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 3 Developing	Use above link to show the expectations of Els (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 4 Expanding	Use above link to show the expectations of Els (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level

Level 5 Bridging	Use above link to show the expectations of Els (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 6 Reaching	Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks

Formative:

Exit Tickets

Concept maps/diagrams

ESL Portfolio

    Practice and homework for grammar and writing practice

    Running records

    Workbook pages

    Writing Journal

    Vocabulary Journal

    Assignments produced using Flipgrid, Seesaw, Power Point

IDE Projects (if teacher has received training)

Writing Projects at end of unit

See appendix for DRA and lexile expectations throughout school year for grade 3

Summative:

    End of MP#1 (End of Nov.)

ELA benchmarks

    REACH Unit 7 Test

Key Word/Vocabulary

Reading Comprehension

Grammar

Grading with rubrics for writing like a research reporter

Grading with rubrics for small group scene presentation

Grading with rubrics for RAFT model writing

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May/Jun
Instructional	M or N	N	N or O	O	O or P	O or P	P	P	P or Q
Independent	M	M or N	N	N	O	O	O	O or P	P

Text/Resources:

Reach Series- Cengage (includes room library books, Language Songs, Language and Literacy Teamwork Activities, Language Builder Picture Cards, Newcomer Level- In the U.S, Reach Into Phonics

MyNGConnect

Fundations

STAR

www.wida.us

NJDOE Bilingual Website

The SIOP Model

ACCESS Testing

IXL

Raz-Kids (A-Z)

Brainpop ESL

Tumblebooks

Flipgrid

Nearpod

Scholastic Storyworks Magazine

IDE Units (if teacher has training and access to materials)

Classroom Library

Interdisciplinary Connections

Science

Reach Level D Content Stations- Thunderstorms, Measuring Earthquakes

Math

 Reach Level D Content Stations- U.S. Volcanoes, Can It Happen Here?

Social Studies

Reach Level D Content Stations- Report on Volcanoes, A Tsunami in the Media
Exploratory Arts
Art- Creating a force of nature drawing
World Languages - Recognize Spanish cognates, lack of adverbs in the Hmong language, prepositional similarities in Spanish
Music- Sing-alongs, songs, and chants

Unit Modifications for Special Population Students	
Advanced Learners	Independent peer conferences, challenge students to use vivid vocabulary when writing, encourage brainstorming sessions, create dialog for a scene or series of drawings, stage manager/anchor for Flipgrid news report, hold peer conferences to begin research reports
Struggling Learners	Individual writing conferences, partner conferences with teacher monitoring, Use language frames for speaking and writing, use graphic organizers for reading and writing, allow students to use drawings to convey meaning, use timelines to explain sequence, provide models to demonstrate purpose of lesson or activity, use realia and pictures to convey meaning of new vocabulary, modify roles in presentations and active theater, provide outline to help organize photo essay, provide support to write a brief research question and then write the topic sentence for the research paper. Refer to MTSS strategies.
English Language Learners	Individual writing/reading, read conferences, reading buddies, writing buddies, display language frames, vocabulary cards, word wall lists, related reading materials at correct reading level for newcomers This curriculum is designed for ELLs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf
Special Needs Learners	Use struggling learners' suggestions and follow IEP suggestions, conference often with Spec. Ed. Teacher. Refer to MTSS strategies.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills
Indicators: https://www.state.nj.us/education/aps/ccs/career/curriculum.htm NGReach.com and Tool Kit Raz-Kids BrainpopESL SeeSaw Flipgrid Power Point Fundations Schoology OneNote Nearpod Hybrid school schedules that include remote learning On-line distance learning

Unit 8 Title: Reach Series Level D- Getting There - The Language of Social Studies and Math
Unit Description: This unit launches with the social studies themes of using maps, perseverance, planning ahead, and measuring in miles, then focuses on using numbers to measure and count and using math to plan. Authentic literature utilized includes the genres of realistic fiction, myth, folk tale, human interest feature, and personal profile. The variety of genres used reinforces the text selections in the ELA classroom. Grammar lessons pertain to regular and irregular past tense action verbs, and future tense forms. Vocabulary includes academic social studies and math words, many reinforced from regular classroom introduction. As in the ELA classroom, a vocabulary journal is maintained to increase usage of academic vocabulary and improve spelling. Choosing reading strategies to enhance comprehension, identifying goal and outcome in a reading selection, recognizing character's motive, and locating main ideas and details are the reading strategies addressed. Speaking and listening practice includes asking for and giving advice, clarifying, and supporting ideas, expressing intentions, certainty, probability, and possibility, and using nonverbal clues. Writing emphasis pertains to fluency, prewriting, drafting, editing a story, and writing a personal goal paragraph. As in the ELA classroom, personal journaling responses are utilized. Phonics review and practice briefly highlights words with prefixes and suffixes, syllable identification, and multisyllabic words.
Unit Duration: 3-4 weeks

Desired Results
Language Objectives: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. Text Types and Purposes: NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Production and Distribution of Writing NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Research to Build and Present Knowledge: NJSLSA.W7. Conduct short as well as more sustained research

projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing: NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehension and Collaboration: NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas: NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening : To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations— as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Conventions of Standard English: NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language: NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use: NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use : To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

WIDA Can-Do Descriptors: https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf	
Essential Questions/Critical Understandings: What tools can we use to achieve our goals? What are the ways we use numbers? How can planning ahead help us reach our goals? What does it mean to make an estimate? How do I ask for and give advice? How is the past tense formed for action verbs? How can choosing a reading strategy help the reader's comprehension? What language helps me make and accept suggestions in a polite and respectful way? How do I clarify and support ideas given when I ask for advice or suggestions? How do word categories help increase new vocabulary? What are the elements of a myth? What kinds of characters and plots do folk tales often have? What are the steps to perform a skit? What is the best way to express intentions? How do you understand what you read, see, and hear by connecting main ideas with their details? What are ways to express the future tense? How do I use reading strategies to gain more from texts? What is the best way to express certainty, probability, and possibility? What kind of journey on a boat have you had or heard about? How do I interpret a speaker's message in order to identify what is important to the speaker and make connections with the ideas I hear? How do I summarize a reading selection using the main ideas and details in the text? What are homographs? What is a written profile? How do I write a personal goal paragraph? What is a panel discussion?	**Essential Skills:** Make a treasure map to get to a hidden treasure in the classroom Use language frames to politely ask for and give advice Use a goal-outcome story map to explain action in a story Review and choose a reading strategy to help comprehension when reading a letter Use language frames to make and accept suggestions respectfully Read and identify goal and outcome in a realistic fiction story Identify and correctly use irregular past tense verbs orally and in writing Use language frames to clarify and support advice given to another Categorize words in a graphic organizer to see relationships of new words Read a myth and plan and monitor what you learned about the elements of a myth and cite evidence about the new knowledge gained Review myths' elements and use the RAFT model to plan, write, edit, and publish a myth In small groups, plan, rehearse and present via Flipgrid a scripted skit based on the realistic fiction story, "Sophy's Running Shoes" Use language frames to express intentions in correct sequence Use a main idea diagram to correctly identify main ideas and their details Form the future tense using "will" and "going to" Use language frames to choose a reading strategy that permits the reader to gain more from the text Use language frames to choose correct vocabulary that expresses certainty, probability, and possibility Use prior knowledge and make connections to a human-interest story "One Man's Goal" Use language frames to interpret a speaker's message and tell why the message is important to the speaker and to you Use a main idea diagram to list the main ideas and details of an entire reading selection Define homographs and find examples of them in written text Identify the elements of a written profile by reading the profile "Climbing Toward Her Goal" Use the RAFT model to plan, write and edit a personal goal paragraph In small groups plan, use language frames to write

questions, rehearse and present a panel discussion

SIOP Features		
Preparation	**Scaffolding**	**Grouping Options**
☒ Adaptation of Content	☒ Modeling	☒ Whole Class
☒ Links to Background	☒ Guided practice	☒ Small Groups
☒ Links to Past Learning	☒ Independent practice	☒ Partners
☒ Strategies Incorporated	☒ Comprehensible input	☒ Independent
Integration of Processes	**Application**	**Assessment**
☒ Reading	☒ Hands-on	☒ Individual
☒ Writing	☒ Meaningful	☒ Group
☒ Speaking	☒ Linked to objectives	☒ Written
☒ Listening	☒ Promotes engagement	☒ Oral

Learning/Instructional Strategies

If necessary, the ESL teacher will provide lessons and practice for all ELLs in remote learning and direction to utilize the required platform for work completed independently at home in case of mandated hybrid scheduling. (See appendix for suggestions to instruct ESL students remotely.)

ELA Collaboration:

The current grade 3 ELA program is a comprehensive ELA curriculum composed of four modules or units of study. Each module focuses on a topic essential for building background knowledge, vocabulary, and writing skills. These highlighted skills are also an integral part of the ESL curriculum. For each module, students read a series of authentic texts on the module topic and engage with the texts critically and systematically. The approach is integrated and includes daily reading, writing, speaking, listening, grammar and vocabulary study which is based on the texts. A framework of questioning engages students in the content and in the process of reading complex texts. These questions guide students' daily work of encountering, understanding, and analyzing complex text. Students practice reading, writing, speaking, listening and language in an integrated way, with every strand of the standards woven throughout each module. These learning devices are also part of the ESL text units and teacher lesson plans. When themes are similar, It is noted here in the ESL unit description.

The same Language Standards and Progress Indicators are utilized to measure student performance in both grade 3 ELA and ESL instruction. Many Wit and Wisdom skills such as reading for comprehension, participating in guided group discussion about literature, writing as a group, pair or individually, and listening to directions to complete assignments correctly are reinforced in the ESL classroom. The ELA teacher and ESL teacher should collaborate to individually assess ESL students' language progress and provide plans to address any problem areas for the ELLs in the ELA classroom.

Launch of ESL Unit 8- Getting There

Introduce the Big Question

Tap prior knowledge

Build Background through discussion, video view (MyNGConnect) or engage in interactive presentation

Preview the social studies story, "Running Shoes"

Listen to and then read aloud the realistic fiction story, "Running Shoes"

Build comprehension by practicing unit vocabulary, interpreting story drawings, understanding character motives, making connections, recognizing main ideas/details of the story, making inferences, recognizing goal and outcome, summarizing

Begin short writing practices pertaining to story theme/plot- Use workbooks and journals (sentences, paragraph)

Review and reinforce past tense verb forms and subject-verb agreement and use workbook and homework sheets for practice

Scaffold vocabulary and reading concepts for newer students and students with IEPs Give nonspeaking roles for Flipgrid presentation such as cameraman or speaking coach to newcomers or students with IEPs.

Scaffolding	
Level 1 Entering	WIDA Can-Do Descriptors https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf https://www.state.nj.us/education/modelcurriculum/ela/3u1.shtml
Level 2 Beginning	Use above link to show the expectations of Els (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 3 Developing	Use above link to show the expectations of Els (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 4 Expanding	Use above link to show the expectations of Els (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 5 Bridging	Use above link to show the expectations of Els (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 6 Reaching	Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks	

Formative:
Exit Tickets
Concept maps/diagrams
ESL Portfolio
    Practice and homework for grammar and writing
    practice
    Running records
    Workbook pages
    Writing Journal
    Vocabulary Journal
    Assignments produced using Flipgrid, Seesaw,
    Power Point
IDE Projects (if teacher has received training)
Writing Projects at end of unit
See appendix for DRA and lexile expectations
throughout school year for grade 3
	Summative:
	End of MP#4 (End of Apr.)
	ELA benchmarks
	    REACH Unit 8 Test
	Key Word/Vocabulary
	Reading Comprehension
	Grammar
	Grading with rubrics for writing goal and outcome paragraph
	Grading with rubrics for presentation of a panel discussion
	Grading with rubrics for group Flipgrid presentation about skit based on story

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May/Jun
Instructional	M or N	N	N or O	O	O or P	O or P	P	P	P or Q
Independent	M	M or N	N	N	O	O	O	O or P	P

Text/Resources:
Reach Series- Cengage (includes room library books, Language Songs, Language and Literacy Teamwork Activities, Language Builder Picture Cards, Newcomer Level- In the U.S, Reach Into Phonics
MyNGConnect
Fundations
STAR
www.wida.us
NJDOE Bilingual Website
The SIOP Model
ACCESS Testing
IXL
Raz-Kids (A-Z)
Brainpop ESL
Tumblebooks
Flipgrid
Nearpod
Scholastic Storyworks Magazine
IDE Units (if teacher has training and access to materials)
Classroom Library

Interdisciplinary Connections
Science Reach Level D Content Stations- Drying an Apple, Measuring Tools **Math** Reach Level D Content Stations- Race Results, Find Yourself **Social Studies** Reach Level D Content Stations- Let's Play! Inca-Inspired Art **Exploratory Arts** **Arts-** Create props for presentations, Create drawings for presentations **World Languages-** Spanish cognates, lack of tense inflection in some languages, lack of future tense in some languages **Music-** Sing-Along songs, CDs for songs and chants

Unit Modifications for Special Population Students	
Advanced Learners	Independent peer conferences, challenge students to use vivid vocabulary when writing, encourage brainstorming sessions, create dialog for a scene or series of drawings, stage manager/anchor for Flipgrid news report, write final story independently
Struggling Learners	Individual writing conferences, partner conferences with teacher monitoring, Use language frames for speaking and writing, use graphic organizers for reading and writing, allow students to use drawings to convey meaning, use timelines to explain sequence, provide models to demonstrate purpose of lesson or activity, use realia and pictures to convey meaning of new vocabulary, modify roles in presentations and active theater, use writing frames to create plot for final story. Refer to MTSS strategies.
English Language Learners	Individual writing/reading, read conferences, reading buddies, writing buddies, display language frames, vocabulary cards, word wall lists, related reading materials at correct reading level for newcomers This curriculum is designed for ELLs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf
Special Needs Learners	Use struggling learners' suggestions and follow IEP suggestions, conference often with Spec. Ed. Teacher. Refer to MTSS strategies.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills
Indicators: https://www.state.nj.us/education/aps/ccs/career/curriculum.htm NGReach.com and Tool Kit Raz-Kids BrainpopESL SeeSaw Flipgrid Power Point Fundations Schoology OneNote Nearpod Hybrid school schedules that include remote learning On-line distant learning