

**Randolph Township Schools
Randolph Elementary Schools**

**English as a Second Language
Grade 3 Curriculum**

“One language sets you in a corridor for life. Two languages open every door along the way.”
-Frank Smith, Psycholinguist

Department of English as a Second Language
Paula Paredes-Corbel, Supervisor

Curriculum Committee
Nancy Black
Yacqueline Cruz

Curriculum Developed
August 2018

Date of Board Approval:
September 4, 2018

Randolph Township Schools
Department of English as a Second Language
ESL Grade 3

Table of Contents

<u>Section</u>	<u>Page(s)</u>
Mission and Affirmative Action Compliance Statements – District	3
Educational Goals – District	4
Introduction	5
Curriculum Pacing Chart	6
APPENDIX A (WIDA Can Do Descriptors)	42
APPENDIX B (Additional Resources)	48

Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the State's Standards. The curriculum addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for state assessment. The Curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION

EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools

ESL Department

Grade 3 ESL

Introduction

Deepening student understanding of the culture and language of their new homeland, the Randolph Township Schools' English as a Second Language (ESL) curriculum enables students who are non-native speakers of English to effectively use content knowledge and skills to develop within their new linguistic community. With academic language development and successful social communication as its goals, the ESL program addresses the needs of its growing population of English language learners (ELLs) from around the globe. Our curriculum is intended to provide our linguistically and culturally diverse students with the foundation for their success in our schools.

The ESL curriculum aligns the WIDA (World Class Instructional Design and Assessment) standards and the new NJ Common Core standards within the Understanding by Design framework. It integrates the six levels of English language proficiency within the language domains of listening, speaking, reading and writing. According to WIDA, its English language development standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools in the following areas: Social and Instructional, Language Arts, Mathematics, Science, and Social Studies; these five areas provide the foundation of this curriculum.

The Grade 3 ESL program provides instruction in English to non-native speakers of English. It will reinforce and develop vocabulary, develop listening and speaking comprehension skills as well as writing and reading a variety of texts in English. All of these skills will allow the student to become successful in academic as well as social interactions.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
ESL Grade 3

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
3 weeks	I	Welcome to a new start
6 weeks	II	Communities and Families
6 weeks	III	Meeting Challenges
6 weeks	IV	Change through Ideas and Solutions
6 weeks	V	Interactions
6 weeks	VI	Me and My Place in the World
4 weeks	VII	Festivals and Celebrations

RANDOLPH TOWNSHIP SCHOOL DISTRICT

ESL Grade 3

Unit 1: Welcome to a new start

STANDARDS / GOALS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><u>NJSLS ELA</u> Reading Literature 3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>Reading Informational 3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.</p> <p>Reading Foundational Skills 3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>3.4. Read with sufficient accuracy and fluency to support comprehension.</p>	When coming to a new school environment, there are resources we can use to help us be successful.	<ul style="list-style-type: none"> How do we use the resources in our school?
	Social conventions help us communicate and work together with others.	<ul style="list-style-type: none"> How can we communicate and interact effectively?
	Academic skills help us be successful in the classroom.	<ul style="list-style-type: none"> How can we be successful in the classroom?
	KNOWLEDGE	SKILLS
	Students will know that:	Students will be able to perform the following (based on ELP levels – see appendix for ELP breakdown):
	There are many resources that we can use to help us be successful in school.	Identify and categorize different school resources and how to utilize them correctly and effectively.
	Personal space, eye contact, conversational wait time, voice control, body language, and taking turns are all important social conventions that help us communicate.	Orally use descriptive language to talk about people, places, things and events with diverse partners in a conversation. Listen to descriptions and communicate when clarification is needed.
	Classroom routines and teacher-designated activities all help us to be successful in the classroom.	Identify and follow important classroom routines and participate in teacher-designated activities.
	The meaning of new words or phrases can be deciphered using context clues.	Determine the meaning of new words using context clues.
	Clues in a text help us understand information we may not know.	Highlight information in a text they already know to understand new information.

<p>Writing 3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening 3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Language 3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>The English alphabet has 21 consonants and 5 vowels. The 5 vowels make a short and a long sound.</p> <p>Background knowledge helps us make connections with new information.</p> <p>A sentence contains a noun, a verb, and an object.</p> <p>Vocabulary: supplies, markers, notebook, pencil, pen, cafeteria, lunch, breakfast, friends, help</p>	<p>Use clues and pictures to identify the meaning of new words and phrases.</p> <p>Identify and match letter sounds.</p> <p>Use background knowledge to rephrase new information.</p> <p>Write complete sentences about school.</p>
---	---	---

<p>3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p><u>WIDA</u> ELD 1 English language learners communicate for Social and Instructional purposes within the school setting.</p> <p>ELD 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELD 5 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Matching pictures to specific domain words. • Saying words using pictures. • Discussing topics related to unit. • Repeating words, letters, and sounds dictated by the teacher. • Relating to the topic verbally using simple sentences. • Appropriately writing new vocabulary words pertaining to the topic of the unit. • Sorting pictures of things at home and things at school. • Identify different resources we use in school. • Identify different locations inside the school. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Total Physical Response (TPR) • Teaching Proficiency through Reading and Storytelling (TPRS) 		

- “Simon Says” as a check for understanding
- Creation of identification card
- Authentic readings
- Listening activities

RANDOLPH TOWNSHIP SCHOOL DISTRICT
ESL Grade 3
Unit I: Welcome to a new start

SUGGESTED TIME ALLOT- MENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	Unit 1 – Welcome to a new start <ul style="list-style-type: none"> • Classroom environment • School environment • Making friends • Communication/conversation skills • School safety 	<u>Suggested Resources:</u> School Agenda Variety of activities (2 truths and one lie, Find someone who...) Newcomers in Community (everythingesl.net by Judie Haynes) www.rtnj.org Essay all about me <u>Basic Grammar In Use</u> by Raymond Murphy Skill Sharpeners 1

RANDOLPH TOWNSHIP SCHOOL DISTRICT
ESL Grade 3
Unit 2 – Communities and Families

STANDARDS / GOALS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><u>NJSLS ELA</u> Reading Literature 3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.5. 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.</p> <p>3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>3.7. 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).</p> <p>Reading Informational 3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>Communities can have similarities but are different depending on the needs of the people.</p> <p>Families may have traditions that are different but still make up a community.</p> <p>Families depend on a community for many reasons.</p>	<ul style="list-style-type: none"> • What are some ways that communities are alike and different? • Why are families and traditions important to a community? • How are the members of a family and community interdependent on each other?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Culture plays a role in how families and communities function.</p> <p>Families and their traditions provide the context and characteristics of a community.</p> <p>Communities can be as small as a family or as large as a country.</p> <p>Members of a community play different roles to help make it function and thrive.</p> <p>Families participate differently but all live as a community.</p>	<p>Students will be able to perform the following (based on ELP levels – see appendix for ELP breakdown):</p> <p>Identify and compare geographical influences and cultural background on family and community.</p> <p>Evaluate influences of culture on families and communities.</p> <p>Identify the characteristics of families and communities.</p> <p>Name and describe the services, activities, and members of a community.</p> <p>Assess the function of community members in helping a community to survive.</p> <p>Identify ways families are different and reflect on their own families.</p>

<p>3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.</p> <p>Reading Foundational Skills</p> <p>3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>3.3. Write narratives to develop real or imagined experiences or events using narrative techniques, descriptive details, and clear event sequences.</p> <p>3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening</p> <p>3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>In order to understand a story, it is necessary to identify the different story elements; characters, narrator, settings, and major events.</p> <p>Vowels have a short vowel sound when they are alone.</p> <p>Vowels have a long sound when there an e at the end of the word, i.e. cake, snake.</p> <p>Dictionaries help us to find the meaning of new words.</p> <p>Adjectives are used to describe a character.</p> <p>Nouns can be singular or plural.</p> <p>A list is a group of words connected to one topic.</p> <p>Readers use key words to follow a sequence of events in a story.</p> <p>Readers can make connections with a story; text-to-text, text-to-world, and text-to-self.</p> <p>Authors utilize a sequence of events in a narrative, introduction, closing, and details.</p> <p>Authors describe a topic through expository writing.</p> <p>Vocabulary: item, purchase, create, task, contribute, similar, celebrate, friend, gather</p>	<p>Identify the major events, the characters involved, and the setting of a story.</p> <p>Identify the short vowel sound when listening to a word.</p> <p>Recall the long vowel sound by looking for the e at the end of the word.</p> <p>Practice using a dictionary to search for meanings of new words or for translations.</p> <p>Describe a character using personality traits and physical traits.</p> <p>Sort singular and plural nouns.</p> <p>Make a list of traits about a character after reading a story.</p> <p>Determine the sequence of events of a text.</p> <p>Use background knowledge and stories to make a connection within a text.</p> <p>Write a narrative with introduction, closing, sequence of actions and details.</p> <p>Use describing words to write on a topic.</p>
---	--	---

<p>3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Language</p> <p>3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships</p> <p><u>WIDA</u></p> <p>ELD 2</p> <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELD 3</p> <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math.</p>		
---	--	--

<p>ELD 5 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Matching pictures to specific domain words. • Saying words using pictures and letters. • Discussing topics related to unit about community and families. • Repeating words, letters, and sounds dictated by the teacher. • Writing using academic vocabulary. • Listing and naming services offered in a community. • Reflecting and writing about their own family and community. • Comparing and contrasting families and communities around them and around the world. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Total Physical Response (TPR) • Teaching Proficiency through Reading and Storytelling (TPRS) • “Simon Says” as a check for understanding • Tasks Card (used for matching or solving mysteries pertaining to the topic) • Authentic readings • Listening activities • Interactive videos and games (SmartBoard) • Virtual trip around the world 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
ESL Grade 3
Unit 2: Families and Traditions

SUGGESTED TIME ALLOT- MENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 weeks	Unit 2 – Families and Traditions <ul style="list-style-type: none"> • Communities are alike and different • Families and traditions are part of a community • Members of a community are interdependent 	<u>Suggested Resources:</u> Pearson Longman Cornerstone 3 (Unit 1) Map of the world Scott Foresman Sunshine Edition 3 Cornerstone Phonics and Word Analysis Kit Assorted stories from other countries Edhelper.com

RANDOLPH TOWNSHIP SCHOOL DISTRICT
ESL Grade 3
Unit 3 – Meeting Challenges

STANDARDS / GOALS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><u>NJSLS ELA</u> Reading Literature 3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.5. 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.</p> <p>3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>Reading Informational 3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>Challenges and problems are a reoccurring part of our lives.</p> <p>Critical thinking and strength can help us rise to challenges and overcome problems.</p> <p>Working with others can be challenging and rewarding.</p>	<ul style="list-style-type: none"> • How can people meet challenges? • What critical thinking skills and strengths can be helpful in solving problems? • What challenges do you face when collaborating with others and how does the collaboration help?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Our lives are filled with challenges that occur during different stages of our development, which are a result of change, stress, illness, and ambitions.</p> <p>Making inferences and connections, interpreting, drawing conclusions and other critical thinking skills are all important strategies that help us rise to challenges.</p> <p>A strong mind and body can help us meet our challenges.</p> <p>Overcoming challenges helps us reach our true potential at home, school, and in our communities.</p> <p>Collaboration is a necessary and challenging part of succeeding in school and in our communities.</p>	<p>Students will be able to perform the following (based on ELP levels – see appendix for ELP breakdown):</p> <p>Using a graphic organizer categorize different types of challenges that people face and evaluate their effects.</p> <p>Describe the value of different critical thinking skills in regards to a challenge that is presented to them.</p> <p>Compare and contrast mental and physical strength in different challenging situations.</p> <p>Evaluate the benefits of aspiring to overcome a challenge.</p> <p>Examine collaboration as a tool in meeting a goal or challenge.</p>

<p>3.6. Distinguish their own point of view from that of the author of a text.</p> <p>3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>Reading Foundational Skills</p> <p>3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>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.)</p> <p>3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening 3.1-3.4, 3.6</p> <p>3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3</i></p>	<p>Working with others to reach a common goal at school and in our communities has many benefits.</p> <p>A prefix is a word part added to the beginning of a word and a suffix is a word part added to the end of a word.</p> <p>When two vowels are together the first one makes the long sound.</p> <p>Possessing nouns and pronouns show ownership or belonging.</p> <p>Verbs are conjugated to show the past tense. Regular verbs have an –ed ending to show past tense.</p> <p>Readers use events in a story to understand what is happening.</p> <p>Readers use pictures in a story to help them create an image of the character and events.</p> <p>A fact is something that is real and an opinion is something that someone thinks.</p> <p>Authors utilize a sequence of events in a narrative, including an introduction, a closing, and details.</p> <p>Vocabulary: focus, identity, affect, attitude, interact, outcome, brighter, reflection</p>	<p>Evaluate the benefits of collaboration in different settings.</p> <p>Identify a prefix or suffix when given a word.</p> <p>Recite words with long vowel sounds.</p> <p>Use possessive pronouns to identify ownership in a sentence.</p> <p>Use past tense verbs to show things that already happened.</p> <p>Identify events in a plot using a graphic organizer.</p> <p>Support with evidence how visualizing can better help readers understand a story.</p> <p>Sort facts and opinions.</p> <p>Identify facts and opinions in stories.</p> <p>Write a narrative with introduction, closing, sequence of actions and details.</p>
--	--	--

<p><i>topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Language 3.1-3.6</p> <p>3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships</p> <p><u>WIDA</u></p> <p>ELD 1</p> <p>English language learners communicate for Social and Instructional purposes within the school setting.</p> <p>ELD 2</p>		
--	--	--

<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELD 5</p> <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Matching pictures to specific domain words. • Saying words using pictures and letters. • Discussing topics related to meeting challenges. • Repeating words, letters, and sounds dictated by the teacher. • Writing using academic vocabulary to make a connection with new ideas learned. • Listing and naming ways we can meet challenges. • Reflecting and writing about their own ways of meeting a challenge. • Identifying and explaining what is a challenge. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Total Physical Response (TPR) • Teaching Proficiency through Reading and Storytelling (TPRS) • “Simon Says” as a check for understanding • Tasks Card (used for matching or solving mysteries pertaining to the topic) • Creation of identification card • Authentic readings • Listening activities 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
ESL Grade 3
Unit 3 – Meeting Challenges

SUGGESTED TIME ALLOT- MENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 weeks	Unit 3 –Meet Challenges and Problems <ul style="list-style-type: none"> Challenges and problems occur in everyone’s life Critical thinking helps us rise to challenges Strength can help us overcome challenges Collaboration can be challenging and rewarding 	<u>Suggested Resources:</u> Pearson Longman Cornerstone 3 (Unit 2) Penguin Readers “How did they do that?”, etc. Scott Foresman Sunshine Edition 3 Cornerstone Phonics and Word Analysis Kit Assorted myths and fables www.brianpopjr.com

RANDOLPH TOWNSHIP SCHOOL DISTRICT
ESL Grade 3
Unit 4 – Change Through Ideas and Solutions

STANDARDS / GOALS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><u>NJSLS ELA</u> Reading Literature 3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.5. 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.</p> <p>Reading Informational 3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.6. Distinguish their own point of view from that of the author of a text.</p> <p>3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>		
	There are many ideas that have changed our world for the better.	<ul style="list-style-type: none"> What are some great ideas that make our world a better place?
	We learn by trying out new ideas.	<ul style="list-style-type: none"> How can ideas help us learn?
	Ideas can be expressed in a variety of ways.	<ul style="list-style-type: none"> How do we express our ideas?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>A multitude of ideas and inventions has improved our world, such as electricity, telephones, and antibiotics.</p> <p>Great ideas are different dependent upon the needs of the society.</p> <p>The process of generating ideas teaches us many skills and provides us with information.</p> <p>We can express our ideas through writing, speaking, art, performance, and media.</p> <p>The letter ‘c’ has a soft sound like an ‘s’ before an ‘e’ or ‘i’ and a hard sound like a ‘k’ before an ‘a’, ‘o’ and ‘u’.</p> <p>Stories usually have a problem and a solution.</p> <p>An informational passage has a main topic and key details.</p>	<p>Students will be able to perform the following (based on ELP levels – see appendix for ELP breakdown):</p> <p>Identify, compare and contrast ideas that have improved our world.</p> <p>Categorize and elucidate great ideas from around the world and how they meet the needs of society.</p> <p>Analyze the benefits of trial and error in generating ideas and solutions.</p> <p>Classify different ways of expressing ideas.</p> <p>Identify when the letter ‘c’ makes a hard and soft sound.</p> <p>Match problems and solutions.</p> <p>Extract key details in informational text and relate it to the main topic.</p>

<p>3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p> <p>3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.</p> <p>Reading Foundational Skills</p> <p>3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>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.)</p> <p>3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two)</p>	<p>Readers ask questions to gain better understanding of a passage.</p> <p>Readers use prior knowledge to make connections with stories.</p> <p>Some irregular verbs change completely and do not follow a set pattern when conjugated.</p> <p>There are proper and common nouns. Proper nouns are names of specific people places and things and common nouns are names of general people, places and things. Proper nouns have capital letters.</p> <p>Presenters use a clear voice and clear arguments to share information to others through informative writing.</p> <p>Authors use details to write passages on a topic.</p> <p>Vocabulary: benefit, normally, method, theory, imply, symbol, donate, proof, volunteers</p>	<p>Use who, what, where, when, or why to ask questions about a passage.</p> <p>Use background knowledge to better understand a story.</p> <p>Conjugate irregular verbs using the appropriate rules.</p> <p>Sort common and proper nouns.</p> <p>Present information using evidence from text and background knowledge.</p> <p>Present information orally effectively and meaningfully.</p> <p>Write a passage using a main idea and key details.</p> <p>Utilize standard English capitalization, punctuation and spelling in writing.</p>
--	--	---

for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

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

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

3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships

WIDA
ELD 2

<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELD 4 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.</p> <p>ELD 5 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Matching pictures to specific domain words. • Saying words using pictures and letters. • Discussing topics related to the unit about new ideas and solutions. • Repeating words, letters, and sounds dictated by the teacher. • Writing using academic vocabulary. • Listing and naming inventions that have changed the world. • Creating and discussing an invention that could help us in our everyday life. • Discussing the steps to creating something new from an idea. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Total Physical Response (TPR) • Teaching Proficiency through Reading and Storytelling (TPRS) • Tasks Card (used for matching or solving mysteries pertaining to the topic) • Authentic readings • Listening activities • Videos on inventions and their inventions • Smart Board activities 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
ESL Grade 3
Unit 4: Change through Ideas and Solutions

SUGGESTED TIME ALLOT- MENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 weeks	Unit 4 – Change through Ideas and Solutions <ul style="list-style-type: none">• Many ideas have changed our world for the better• We learn by trying new ideas• Ideas can be expressed in a variety of ways	<u>Suggested Resources:</u> Pearson Longman Cornerstone 1 (Unit 3) Scott Foresman Sunshine Edition 1 Cornerstone Phonics and Word Analysis Kit ESL Holiday Book (Elizabeth Claire) Everythingesl.net (Judie Haynes)

RANDOLPH TOWNSHIP SCHOOL DISTRICT
ESL Grade 3
Unit 5: Interactions

STANDARDS / GOALS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><u>NJSLS ELA</u> Reading Literature 3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.5. 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.</p> <p>Reading Informational 3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.3. 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.</p> <p>3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	Living things adapt to their environment and have unique characteristics.	<ul style="list-style-type: none"> What can we learn about living things?
	Living things interact in many ways. Living things grow and develop.	<ul style="list-style-type: none"> How do living things develop?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Camouflage, metamorphosis, body makeup, and predator prey relationships are all ways that living things adapt to their environment.</p> <p>All living species affect each other in the way that they live, eat, and die.</p> <p>Living things grow and develop in different ways and for different reasons.</p> <p>Diagraphs are two letters that make one sound, i.e. ‘ch’, ‘th’, ‘wh’, ‘sh’.</p> <p>Sometimes when two consonants are together they both keep their own sounds.</p> <p>A preposition of location shows where something is.</p> <p>An adverb modifies a verb or adjective.</p> <p>Readers make inferences using details from a story.</p>	<p>Students will be able to perform the following (based on ELP levels – see appendix for ELP breakdown):</p> <p>Evaluate the adaptations animals have in order to help them survive.</p> <p>Describe the interactions of living things and how they affect one another.</p> <p>Compare and contrast the way living things develop and the reasons for doing so.</p> <p>Sort words with different diagraphs by the sound they make.</p> <p>Repeat then recognize words with consonant clusters.</p> <p>Use prepositions and prepositional phrases to identify where something is.</p> <p>Select an adverb in a sentence.</p> <p>Make inferences using pictures and details from a story.</p>

<p>3.6. Distinguish their own point of view from that of the author of a text.</p> <p>3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p> <p>3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.</p> <p>Reading Foundational Skills</p> <p>3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>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.)</p> <p>3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>A cause is an action or event that makes something else happen. It is the ‘why’. An effect is what happened as a result. It is the ‘what’.</p> <p>Rhyming words have the same or similar ending sounds.</p> <p>Poems have rhyming words and can use pictures to show meanings of words.</p> <p>A letter has 5 parts: date, greeting, body, closing, and signature.</p> <p>Authors improve their writing through the editing process.</p> <p>Vocabulary: appreciate, illustrate, environment, enable, occurs, transform, cycle, reproduce</p>	<p>Identify the cause and effect in a passage.</p> <p>Write a short poem using rhyming words.</p> <p>Add drawings and other visual strategies to clarify information, knowledge, ideas and thoughts.</p> <p>Write a letter using the correct parts.</p> <p>Edit writing for appropriate conventions of Standard English.</p> <p>Utilize standard English capitalization, punctuation and spelling in writing.</p>
--	--	---

<p>3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening</p> <p>3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Language</p> <p>3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases</p>		
--	--	--

<p>based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships</p> <p><u>WIDA</u> ELD 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELD 4 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.</p> <p>ELD 5 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Matching pictures to specific domain words. • Saying words using pictures and letters. • Discussing topics related to the unit about living and non-livings things. • Repeating words, letters, and sounds dictated by the teacher. • Writing about the topic of living and non-living interactions using academic vocabulary. • Listing and naming living and non-living things. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Total Physical Response (TPR) • Teaching Proficiency through Reading and Storytelling (TPRS) • “Simon Says” as a check for understanding • Tasks Card (used for matching or solving mysteries pertaining to the topic) • Creation of identity card • Authentic readings • Listening activities 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
ESL Grade 3
Unit 5: Interactions

SUGGESTED TIME ALLOT- MENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 weeks	Unit 5 - Interactions <ul style="list-style-type: none"> • Living things adapt to their communities • Living things interact • Living things grow and develop 	<u>Suggested Resources:</u> Pearson Longman Cornerstone 3 (Unit 3) Readers (variety of animals and their environments) Scott Foresman Sunshine Edition 3 Cornerstone Phonics and Word Analysis Kit Edhelper.com Schoolexpress.com

RANDOLPH TOWNSHIP SCHOOL DISTRICT
ESL Grade 3
Unit 6: Me and my place in the World

STANDARDS / GOALS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><u>NJSLS ELA</u> Reading Literature 3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.5. 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.</p> <p>3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>3.7. 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).</p> <p>Reading Informational 3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	There is more to space than what we can see.	<ul style="list-style-type: none"> What can we learn about space?
	People create stories to explain things they do not understand.	<ul style="list-style-type: none"> How can people explain things they do not understand?
	There are a multitude of career paths we can choose to follow.	<ul style="list-style-type: none"> How can I learn about different careers and the steps necessary to reach a career goal?
	<div> <div>KNOWLEDGE</div> <div>SKILLS</div> </div>	
	<p>Students will know:</p> <p>The Solar System is made up of different components including stars, moons and planets.</p> <p>Different aspects of space affect one another.</p> <p>People create ideas or myths to explain what they do not understand.</p> <p>Many opportunities exist for careers that a person can choose.</p> <p>Different skills are needed for specific careers.</p> <p>A compound sentence is made up of two simple sentences.</p> <p>Sentences with 'because' and 'so' are called complex sentences.</p>	
	<p>Students will be able to perform the following (based on ELP levels – see appendix for ELP breakdown):</p> <p>Compare and contrast the different components of the solar system.</p> <p>Explain the interactions in space and the effects they have on each other.</p> <p>Recognize fact versus myth and understand why myths exist.</p> <p>List different careers that one can aspire to.</p> <p>Evaluate and categorize the different skills needed for different careers.</p> <p>Use 'and' or 'but' to make a compound sentence.</p> <p>Create a complex sentence using 'because' or 'so'.</p>	

<p>3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.</p> <p>Reading Foundational Skills</p> <p>3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening</p> <p>3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>Multiple meaning words are words that have more than one meaning.</p> <p>Synonyms are words that mean the same thing. Antonyms are words that have opposite meanings.</p> <p>A biography is written to explain someone else's life.</p> <p>Readers can use the 5 W questions to organize new ideas learned in an informational text.</p> <p>Readers compare and contrast ideas from a text to better understand it.</p> <p>Summarizing a selection helps readers check that they understood what they read.</p> <p>Authors use 'will' or 'going to' to write about future plans or ideas.</p> <p>Authors use reasons to persuade readers to do something.</p> <p>Presenters share their findings and ideas through clear illustrations and information.</p> <p>Authors explain a topic by using details through expository writing.</p> <p>Authors use reasons to persuade a reader.</p> <p>Vocabulary: assign, consist of, phenomenon, traditional, immigrate, significant</p>	<p>Illustrate more than one meaning for a given word.</p> <p>Find a synonym or antonym for an underlined word in a sentence.</p> <p>Use other resources to develop a biography on an important person.</p> <p>Use a graphic organizer to organize new information learned.</p> <p>Use a graphic organizer to compare and contrast ideas from a text.</p> <p>Use their own words to write a summary about a text.</p> <p>Write about future plans using 'will' or 'going to'.</p> <p>Write a persuasive letter to convince someone to do something.</p> <p>Present new findings with clear information and illustration.</p> <p>Write using details to explain a topic.</p> <p>Persuade a reader by writing reasons to convince them to do something.</p>
---	---	--

<p>3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Language</p> <p>3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships</p> <p><u>WIDA</u></p> <p>ELD 1</p> <p>English language learners communicate for Social and Instructional purposes within the school setting.</p> <p>ELD 2</p> <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>		
--	--	--

<p>ELD 5 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> ● Matching pictures to specific domain words. ● Saying words using pictures. ● Discussing topics related to the unit. ● Repeating words, letters, and sounds dictated by the teacher. ● Relating to the topic verbally using simple sentences, compound sentences, and complex sentences. ● Appropriately writing new vocabulary words pertaining to the topic of the unit. ● Write using the writing steps presented in class. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> ● Total Physical Response (TPR) ● Teaching Proficiency through Reading and Storytelling (TPRS) ● “Simon Says” as a check for understanding ● Creation of manipulatives for vocabulary words ● Authentic readings ● Listening activities ● Smart Board Activities ● Videos on famous people 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
ESL Grade 3
Unit 6: Me and My place in the World

SUGGESTED TIME ALLOT- MENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 weeks	Unit VI – Me and My Place in the World <ul style="list-style-type: none">• There is more to space than we can see• We create concepts to explain things we do not understand• There are many different career paths we can choose to follow	<u>Suggested Resources:</u> Pearson Longman Cornerstone 3 (Unit 5) Scott Foresman Sunshine Edition 3 Cornerstone Phonics and Word Analysis Kit http://www.brain-popjr.com

RANDOLPH TOWNSHIP SCHOOL DISTRICT
ESL Grade 3
Unit 7: Festivals and Celebrations

STANDARDS / GOALS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><u>NJSLS ELA</u> Reading Literature 3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.7. 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).</p> <p>Reading Informational 3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.3. 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.</p> <p>3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	Festivals enable us to celebrate together.	<ul style="list-style-type: none"> • Why do people participate in festivals?
	There are different types of music, art, symbols and cultural activities that we can observe at a festival.	<ul style="list-style-type: none"> • What can be shown or take place at a festival?
	In order to create something, it is necessary to follow a process.	<ul style="list-style-type: none"> • What is the best way to create something?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Each culture and community around the world has its own festivals in order to celebrate and promote commonalities.</p> <p>We can observe differences in culture through music, art, symbols, and other activities.</p> <p>There are different steps necessary in making something.</p> <p>It is important to follow steps in a process in order to have good results.</p> <p>A diphthong is when two vowels combine to make one sound.</p> <p>The letter y can be a vowel or a consonant.</p> <p>Commas are used to separate words or phrases.</p>	<p>Students will be able to perform the following (based on ELP levels – see appendix for ELP breakdown):</p> <p>Differentiate between different cultures, communities, and their festivals.</p> <p>Compare and contrast the types of music, art, symbols, and cultural activities that are evident in different cultures.</p> <p>Identify and follow steps necessary to make something creative.</p> <p>Evaluate the necessity of following steps in a process.</p> <p>Recognize and sort words with diphthongs.</p> <p>Identify when the letter y is a vowel or a consonant after listening to a word.</p> <p>Correctly place commas in sentences when needed.</p>

<p>3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p> <p>3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.</p> <p>Reading Foundational Skills</p> <p>3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two)</p>	<p>Imperative sentences are used to tell someone what to do. They are commands.</p> <p>Quotation marks shows a speaker’s exact words.</p> <p>Using details from a text helps readers draw a conclusion.</p> <p>Authors write for different reasons.</p> <p>Readers identify steps to understand how information is connected.</p> <p>Authors research a topic using different resources.</p> <p>Writing steps help authors improve their writing.</p> <p>Peer editing helps authors gain more insight into their own writing.</p>	<p>Identify imperative sentences by using key words.</p> <p>Use quotation marks when writing.</p> <p>Draw a conclusion using details from a text.</p> <p>Use a graphic organizer to identify an author’s purpose (persuade, inform, or entertain).</p> <p>Identify steps in a process when reading to show how ideas connect.</p> <p>Make a research plan for where a writer can find information based on specific topics.</p> <p>Use the writing steps to improve their writing.</p> <p>Collaborate with peers on their writing by making comments or sharing ideas.</p>
---	---	--

for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

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

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

3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships

WIDA

<p>ELD 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELD 4 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.</p> <p>ELD 5 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> ● Matching pictures to specific domain words. ● Saying words using pictures. ● Discussing topics related to the unit using new vocabulary words. ● Repeating words, letters, and sounds dictated by the teacher. ● Using commas and quotations properly when writing. ● Appropriately writing new vocabulary words pertaining to the topic of the unit. ● Writing using the writing steps presented in class. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> ● Total Physical Response (TPR) ● Teaching Proficiency through Reading and Storytelling (TPRS) ● “Simon Says” as a check for understanding ● Creation of manipulatives for vocabulary words ● Authentic readings ● Listening activities ● Smart Board Activities ● Virtual video different celebrations around the world. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
ESL Grade 3
Unit 7: Festivals and Celebrations

SUGGESTED TIME ALLOT- MENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 weeks	Unit 7 – Festivals and Celebrations <ul style="list-style-type: none">• Festivals enable us to celebrate together• There are different cultural things we can observe at a festival• It is necessary to follow a process in order to create something	<u>Suggested Resources:</u> Pearson Longman Cornerstone 3 (Unit 6) Scott Foresman Sunshine Edition 3 Cornerstone Phonics and Word Analysis Kit ESL Holiday Book (Elizabeth Claire) Everythingesl.net (Judie Haynes) www.brainpopjr.com

Appendix A: WIDA Can Do Descriptors

CAN DO DESCRIPTORS BY DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: GRADES 2-3

*By the end of each of the English language proficiency levels 1-5 English language learners can... **there is no ceiling for level 6*

<i>Language Proficiency Level</i>	<i>LISTENING</i>			<i>SPEAKING</i>			<i>ORAL LANGUAGE</i>
	<i>Process Re- counts by:</i>	<i>Process Explana- tions by:</i>	<i>Process Argu- ments by:</i>	<i>Recount by:</i>	<i>Explain by:</i>	<i>Argue by:</i>	<i>Discuss by:</i>
<i>Level 1</i> <i>Entering</i>	<ul style="list-style-type: none"> -Showing what happens next based on familiar oral stories (e.g., by pointing or drawing) -Drawing or providing other visual displays of people, animals, or objects in response to oral prompts 	<ul style="list-style-type: none"> -Pointing to visual characteristics of models or real-life objects from oral clues - Pairing objects, pictures, or equations as directed by a partner 	<ul style="list-style-type: none"> - Indicating personal points of view in response to oral phrases or short sentences (e.g., by thumbs up/thumbs down; agree/disagree cards) -Identifying preferences from short oral statements 	<ul style="list-style-type: none"> - Responding to questions related to stories or experiences (e.g., "Who came to the door?") -Acting out and naming events or experiences throughout the school day 	<ul style="list-style-type: none"> - Describing the outcomes of experiments or stories with guidance and visual support - Naming or answering Wh- questions related to classroom routines (e.g., "What do we do now?") 	<ul style="list-style-type: none"> -Stating a claim or position from models or examples -Sharing facts as evidence using sentence starters or sentence frames 	<ul style="list-style-type: none"> -Expressing own ideas through drawings, gestures, words and phrases -Expressing agreement/ disagreement nonverbally (e.g., thumbs up or down)
<i>Level 2</i> <i>Emerging</i>	<ul style="list-style-type: none"> -Identifying the "who," "where" and "when" of illustrated statements - Identifying main materials or resources from oral descriptions 	<ul style="list-style-type: none"> - Matching oral descriptions to photos, pictures, or icons - Following simple sequences presented orally to create patterns or sequences 	<ul style="list-style-type: none"> -Distinguishing opinions from facts from peers' oral presentations - Categorizing content-based pictures or objects from oral descriptions (e.g., "animals that form groups to help members survive") 	<ul style="list-style-type: none"> -Reproducing facts or statements in context -Participating in multi-media presentations based on research 	<ul style="list-style-type: none"> -Naming steps in processes or procedures - Describing familiar phenomena in words or phrases 	<ul style="list-style-type: none"> -Telling what comes next and showing why -Sharing reasons for opinions or claims (e.g., science experiments) 	<ul style="list-style-type: none"> - Asking yes or no questions to request clarification - Recognizing how different intonation conveys different meanings

Level 3 <i>Developing</i>	<ul style="list-style-type: none"> -Identifying linking words or phrases related to passage of time in speech (e.g., “on Monday” “the next day”) -Illustrating events in response to audio recordings of stories or poems 	<ul style="list-style-type: none"> -Carrying out steps described orally to solve problems -Completing graphic organizers or representations from oral comparisons 	<ul style="list-style-type: none"> - Identifying similarities and differences from oral content-related materials or equipment - Identifying different points of view in short oral dialogues 	<ul style="list-style-type: none"> -Retelling simple stories from picture cues -Stating information from personal or school-related experiences 	<ul style="list-style-type: none"> -Describe relationships between objects or uses for tools -Expressing cause and effect of behaviors or events 	<ul style="list-style-type: none"> -Describing organizing categories for content-related information (e.g., fish/birds, forests/deserts) -Asking and answering questions in collaborative groups 	<ul style="list-style-type: none"> -Negotiating agreement in small groups - Expressing own ideas consistent with the topic discussed
Level 4 <i>Expanding</i>	<ul style="list-style-type: none"> -Re-enacting content-related situations or events from oral descriptions -Identifying content-related ideas from oral discourse using multi-media (e.g., retracing steps of a process) 	<ul style="list-style-type: none"> -Identifying connectors in speech or text read aloud -Identifying content-related ideas and details in oral discourse 	<ul style="list-style-type: none"> -Interpreting oral information from different sides - Identifying opposing sides of arguments in dialogues 	<ul style="list-style-type: none"> -Sequencing events in stories with temporal transitions (e.g., “After the sun set...”) -Describing situations and events from school and the community 	<ul style="list-style-type: none"> -Stating details of processes or procedures -Describing consequences of behaviors or occurrences 	<ul style="list-style-type: none"> -Defend claims or opinions to content-related topics -Posing different solutions to content-related issues or problems 	<ul style="list-style-type: none"> -Expressing own ideas and supporting ideas of others -Proposing new solutions to resolve conflict in small groups
Level 5 <i>Bridging</i>	<ul style="list-style-type: none"> -Identifying details of content-related topics from oral discourse -Making designs or models following oral directions and specifications (e.g., maps, origami) 	<ul style="list-style-type: none"> -Identifying the purpose of language/the message in each content area -Following a series of short oral directions to create models of content-area phenomena or processes 	<ul style="list-style-type: none"> -Comparing oral arguments with representations and models -Identifying claims in oral presentations 	<ul style="list-style-type: none"> -Describing main ideas of content-related information -Asking and answering questions about information from speakers 	<ul style="list-style-type: none"> -Connecting ideas in content-related presentations -Elaborating on the cause of various phenomena (e.g., shooting stars, sunsets) 	<ul style="list-style-type: none"> -Expressing and supporting different ideas with examples -Providing evidence to defend own ideas 	<ul style="list-style-type: none"> -Initiating and maintaining conversations -Challenging ideas respectfully - Listening to, building, and extending ideas
Level 6 <i>Reaching</i>	<ul style="list-style-type: none"> -Identifying key ideas or details from texts read aloud or information presented orally -Determining the main ideas and supporting details of texts read aloud or information in diverse media and formats 	<ul style="list-style-type: none"> -Distinguishing shades of meaning among closely related words in oral discourse (e.g., jump/leap, huge/ enormous) -Comparing strategies from extended oral discourse 	<ul style="list-style-type: none"> -Identifying evidence to support claims/ opinions from multimedia -Following agreed-upon rules for discussions around differing opinions 	<ul style="list-style-type: none"> -Providing descriptive details of content-related information or activities -Naming the steps for producing multimedia presentations with some detail 	<ul style="list-style-type: none"> -Elaborating on ideas in light of conversations among students -Synthesizing main ideas from supporting details of text read aloud or information obtained from diverse media 	<ul style="list-style-type: none"> • Connecting personal comments to the remarks of others to build a case for ideas or opinions • Summarizing ideas or opinions from two sides 	<ul style="list-style-type: none"> • Sharing topic-related information • Building on remarks of others by linking comments • Maintaining audience engagement through specific language and body movement

****The descriptors in Level 6 represent the language performance of students who have met all the criteria for Level 5. Unlike the descriptors at Levels 1–5 that provide examples of performance at the end of the level, the descriptors at Level 6 are examples of performance within Level 6.**

For three of the Key Uses (Recount, Explain, and Argue) you'll see descriptors for the four language domains (Listening, Reading, Speaking, and Writing). The descriptors for the Key Use Discuss are only shown for oral language. The Key Use Discuss highlights the importance of oral language development for meaningful participation of all language learners, regardless of their level of language proficiency.

The WIDA Can Do Descriptors, Key Uses Edition and the example descriptors are not exhaustive but are meant to help guide the planning and conversation around meaningful participation of language learners in standards-based content curriculum, instruction, and assessment.

Language Proficiency Level	READING			WRITING		
	Process Re- counts by:	Process Explana- tions by:	Process Arguments by:	Recount by:	Explain by:	Argue by:
Level 1 Entering	<ul style="list-style-type: none"> Identifying key words and phrases in illustrated text Signaling language associated with content-related information (<i>e.g., during preview, view, & review</i>) 	<ul style="list-style-type: none"> Identifying words and phrases in titles and highlighted texts Matching pictures with graphic information from illustrated texts 	<ul style="list-style-type: none"> Identifying facts in illustrated informational text read orally Identifying language related to likes, needs, and wants in labeled illustrations 	<ul style="list-style-type: none"> Labeling images that illustrate the steps for different processes (<i>e.g., writing workshop</i>) Creating visual representations of ideas or stories 	<ul style="list-style-type: none"> Listing and illustrating ideas Stating facts associated with images or illustrations 	<ul style="list-style-type: none"> Indicating decisions or preferences through labeled pictures, words, or phrases Providing evidence of natural phenomena or opinions through labeled drawings
Level 2 Emerging	<ul style="list-style-type: none"> Identifying time-related language in context (<i>e.g., in biographies</i>) Illustrating experiences of characters in illustrated statements 	<ul style="list-style-type: none"> Interpreting images, illustrations, and graphics Identifying elements of expository texts (<i>e.g., graphs, captions</i>) in illustrated texts 	<ul style="list-style-type: none"> Distinguishing fact from fiction (<i>e.g., using sentence strips or highlighting texts</i>) Identifying claims or opinions in illustrated texts 	<ul style="list-style-type: none"> Listing ideas using graphic organizers Describing visual information 	<ul style="list-style-type: none"> Describing elements of processes or procedures Stating how something happens using illustrations and sequential language (<i>e.g., eruption of volcanoes</i>) 	<ul style="list-style-type: none"> Participating in shared opinion writing experiences Connecting preferences, choices, or opinions to reasons
Level 3 Developing	<ul style="list-style-type: none"> Creating timelines or graphic organizers from illustrated related statements or paragraphs Identifying temporal-related words that signal order of events (<i>e.g., "In the beginning..."</i>) 	<ul style="list-style-type: none"> Sequencing sentences descriptive of processes or procedures in informational texts Locating details in content area texts or media 	<ul style="list-style-type: none"> Identifying different ideas or opinions in written texts Identifying general academic and content-related words and phrases in text relevant to the genre/key use (<i>e.g., "once upon a time" indicates a fairy tale</i>) 	<ul style="list-style-type: none"> Retelling past experiences Expressing ideas in various genres (<i>e.g., poetry, interactive journals</i>) 	<ul style="list-style-type: none"> Comparing causes of different phenomena Stating ideas about content-related topics 	<ul style="list-style-type: none"> Communicating different content-related ideas or opinions Describing pros and cons related to social issues or familiar topics
Level 4 Expanding	<ul style="list-style-type: none"> Ordering a series of events based on familiar texts Identifying main ideas and details in illustrated texts 	<ul style="list-style-type: none"> Illustrating cause/ effect relationships in content area texts Classifying main ideas and details in informational or explanatory texts 	<ul style="list-style-type: none"> Sorting content-related information according to specific criteria (<i>e.g., pros and cons</i>) Identifying reasons to strengthen arguments 	<ul style="list-style-type: none"> Describing a series of events or procedures Creating stories with details about characters and events 	<ul style="list-style-type: none"> Relating details and illustrating stages of different cycles (<i>e.g. frogs, plants</i>) Describing strategies to solve problems 	<ul style="list-style-type: none"> Supporting main ideas or opinions with evidence from texts Providing evidence to support or refute peers' ideas

Level 5 Bridging	<ul style="list-style-type: none"> Paraphrasing narratives or informational text with support (<i>e.g., arranging paragraph strips</i>) Highlighting relevant information in grade-level texts to produce summaries 	<ul style="list-style-type: none"> Identifying relevant information from texts on the same content area topic (<i>e.g., in open sorts</i>) Identifying the main purpose of texts 	<ul style="list-style-type: none"> Identifying data from written sources to support positions Matching opinions to reasons in informational texts and literature 	<ul style="list-style-type: none"> Describing the sequence of content-related ideas Providing details and examples about narratives 	<ul style="list-style-type: none"> Describing details of processes, procedures, and events Producing “how to” manuals based on personal experiences or scientific experiments 	<ul style="list-style-type: none"> Producing persuasive pieces supported by multiple reasons or details Stating reasoning for content-related choices
Level 6 Reaching	<ul style="list-style-type: none"> Identifying setting and character details from grade-level text Determining the central messages, lessons, or morals of fables and folktales from diverse cultures 	<ul style="list-style-type: none"> Describing the connection between a series of historical events, scientific ideas, or steps in technical procedures in texts Connecting ideas with details in extended content area texts 	<ul style="list-style-type: none"> Identifying authors’ point of view in texts Evaluating characters, settings, and events from a variety of media 	<ul style="list-style-type: none"> Signaling order of events using temporal words and phrases Relating real or imagined experiences or events 	<ul style="list-style-type: none"> Elaborating topics with facts, definitions, and details Comparing different strategies related to procedures or problem-solving 	<ul style="list-style-type: none"> Elaborating on opinions and reasons Comparing and contrasting important points and details presented in two texts on the same topic

The WIDA Can Do Descriptors, Key Uses Edition provides examples of academic language use for four specific communicative purposes. These purposes, referred to as Key Uses, were identified based on reviews of literature and a language analysis of college and career readiness standards:

Key Use	Definition	Examples
Recount	To retell to display knowledge or narrate experiences or events	telling/summarizing stories, producing information reports, and sharing past experiences, stating steps to make something, describing experiences, ordering steps to get an answer
Explain	To clarify the “why” or the “how” of ideas, actions, or phenomena	describing life cycles, sharing why/how things work, stating causes and effects, sharing results of experiments, stating consequences of behaviors, describing factors that contribute to events, examining relationships among content-related ideas/concepts
Argue	To persuade by making claims supported by evidence	stating preferences or opinions, constructing arguments supported with evidence, critiquing the reasoning of others, giving reasons for a stance
Discuss	To interact with others to build meaning and share knowledge	Participating in small or large group activities and projects, contributing ideas to a conversation, extending knowledge with a mentor, elaborating ideas with peers, questioning and critiquing ideas in small groups

The WIDA Can Do Descriptors, Key Uses Edition can help....

- Differentiate curriculum, instruction, and assessments designed in English based on language learners’ levels of English language proficiency
- Collaborate and engage in instructional conversations about the academic success of language learners in English environments
- Advocate for equitable access to content for language learners based on their level of language proficiency

*WIDA Can Do Descriptors were attained from <https://www.wida.us/>

Appendix B - Additional Resources:

www.Everythingsl.net

www.Teacherspayteachers.com

www.Education.com

<https://www.nj.gov/education/bilingual/>

<http://www.colorincolorado.org/>

<https://steinhardt.nyu.edu/metrocenter/resources/glossaries>

<http://njtesol-njbe.org/>

www.wida.us

Hands on English Curriculum