

**Randolph Township Schools
Randolph Elementary Schools**

**English as a Second Language
Grade 4 Curriculum**

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

-Frank Smith, Psycholinguist

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Randolph Township Schools
Department of English as a Second Language
ESL Grade 4

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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
Department of English as a Second Language
Grade 4 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 provides our linguistically and culturally diverse students with the foundation for their success in our schools.

This curriculum aligns the WIDA (World Class Instructional Design and Assessment) standards and the new NJ Student Learning 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 4 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 augment student success in academic as well as social interactions.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
ESL Grade 4

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
4 weeks	I	Welcome to a New Start
6 weeks	II	Powerful Forces of Nature
8 weeks	III	Families and Traditions
6 weeks	IV	Communities of Caring: People and Animals
6 weeks	V	Interactions and How to Solve Problems
6 weeks	VI	Me and My Place in the World

RANDOLPH TOWNSHIP SCHOOL DISTRICT
ESL Grade 4
Unit I: Welcome to a New Start

STANDARDS / GOALS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS ELA Reading Informational RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>Reading Foundational Skills RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and</p>	<p>When coming to a new school environment, there are resources and people we can go to for help in being successful.</p>	<ul style="list-style-type: none"> • What resources can new students use to acclimate to a new school?
	<p>Social conventions help us communicate and work together with others.</p>	<ul style="list-style-type: none"> • How do we communicate and interact effectively?
	<p>Academic skills and collaborative strategies help us be successful at school.</p>	<ul style="list-style-type: none"> • What academic skills are essential for us to be successful in the classroom?
	<p style="text-align: center;">KNOWLEDGE</p>	<p style="text-align: center;">SKILLS</p>
	<p>Students will know:</p> <p>Many resources are available to help students be successful in school.</p> <p>Asking questions will aid comprehension.</p> <p>Classroom routines and teacher-designated activities help students to be successful in the classroom.</p> <p>Utilizing strategies will augment successful collaboration at school.</p> <p>Personal space, eye contact, conversational wait time, voice control, body language, and taking turns are all important social conventions that foster communication.</p>	<p>Students will be able to perform the following (based on ELP levels in Appendix A – Can Do Descriptors):</p> <p>Identify and categorize different school resources and how to utilize them correctly and effectively.</p> <p>Listen to descriptions and ask for clarification when needed.</p> <p>Identify and follow important classroom routines, participate in teacher-designed activities.</p> <p>Develop strategies that foster successful collaboration with peers.</p> <p>With diverse partners in a conversational format, orally discuss people, places, things and events, using descriptive language.</p>

<p>categorize information, and provide a list of sources.</p> <p>Speaking and Listening SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p>Language L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Listening skills are necessary to comprehend and to respond to a peer or adult in a collaborative conversation.</p> <p>Non-verbal and verbal techniques and strategies help us to demonstrate knowledge, ideas, and thoughts.</p> <p>Academic vocabulary and communicative conventions help us to engage in conversation about a given topic.</p> <p>Using standard English conventions when speaking will aid listeners' comprehension.</p> <p>Developing new vocabulary is necessary for reading comprehension.</p> <p>Understanding the role of titles, subheadings, illustrations and details can help us find meaning in a text.</p> <p>Meaning is conveyed through speed, expression, and emphasis when reading aloud.</p> <p>A good strategy for interpreting and evaluating information is to examine graphics, captions, and charts.</p> <p>Acquiring appropriate vocabulary is critical for speaking, reading and writing.</p> <p>Appropriate conventions of standard English are necessary in writing.</p> <p>Correct punctuation is necessary to provide clarity to writing.</p> <p>Including visuals in a text can aid readers' comprehension.</p>	<p>Communicate actively and passively with peers and adults about a given topic.</p> <p>Communicate knowledge, ideas, and thoughts, both verbally and non-verbally.</p> <p>Discuss and comprehend oral discourse about a given topic.</p> <p>When speaking, self-correct for appropriate conventions of standard English.</p> <p>Acquire new vocabulary using a wide range of strategies.</p> <p>Strengthen vocabulary skills to develop and improve comprehension.</p> <p>Utilize methods to understand text through titles, subheadings, illustrations, details, and other supports to derive meaning from text.</p> <p>Read aloud with appropriate speed, expression, or emphasis.</p> <p>Interpret and evaluate topical information presented in diverse formats.</p> <p>Convey meaning with appropriate vocabulary through writing and speaking.</p> <p>Edit writing for appropriate conventions of standard English, including capitalization, punctuation and spelling.</p> <p>Punctuate consistently and appropriately.</p> <p>Add drawings and other visuals to clarify content.</p>
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<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p> <p>WIDA 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 3 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math.</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>Vocabulary: resources, classroom supplies, markers, pencils, notebook, school, library, gym, cafeteria, main office, friends, help</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> ● Matching pictures to specific domain words. ● Speaking names of images/pictures. ● Discussing topics related to unit. ● Repeating word, letters, and sounds dictated by the teacher. ● Relating to the topic verbally by using simple or complex sentences. ● Writing new vocabulary words pertaining to the topic of the unit. ● Sorting pictures of things at home and things at school. ● Creating a chart to identify elements of the academic day. 		

KEY LEARNING EVENTS AND INSTRUCTION:

- Total Physical Response (TPR)
- Teaching Proficiency through Reading and Storytelling (TPRS)
- “Simon Says”/“thumbs up” as a check for understanding
- Creation of manipulatives for vocabulary words
- Authentic readings
- Listening activities
- Journal writing
- Five-column vocabulary for content words

RANDOLPH TOWNSHIP SCHOOL DISTRICT
ESL Grade 4
Unit I: Welcome to a New Start

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 weeks	Unit I – Welcome to a New Start <ul style="list-style-type: none"> • School environment • Communication/conversation skills • Academic skills 	<u>Suggested Resources:</u> School calendar/agenda Variety of activities (“two truths and one lie,” “find someone who”...) Newcomers in Community (everythingesl.net by Judie Haynes) www.rtnj.org Essay: “All about me” (template) Virtual World Map

RANDOLPH TOWNSHIP SCHOOL DISTRICT
ESL Grade 4
Unit II: Powerful Forces of Nature

STANDARDS / GOALS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS ELA Reading Informational RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	Forces of nature cause change.	<ul style="list-style-type: none"> • How does weather affect our environment?
	People need to adapt to forces of nature.	<ul style="list-style-type: none"> • How do forces of nature affect my daily life?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Weather and forces of nature can result in changes, such as landscape alteration, flooding, and destruction of communities.</p> <p>Weather includes extreme events, such as hurricanes, tornadoes, and earthquakes.</p> <p>Weather and nature in their homelands may be different from those of their new environment.</p> <p>Weather patterns signal a change in the seasons.</p> <p>Weather impacts our daily lives and decisions.</p> <p>Weather conditions determine the activities we can experience.</p> <p>Weather and climate are related to location and landscape.</p>	<p>Students will be able to perform the following (based on ELP levels in Appendix A – Can Do Descriptors):</p> <p>Discuss with a partner types of weather occurrences in one’s homeland.</p> <p>Identify and sort images of different weather patterns and climate per season.</p> <p>Sort images of weather in various regions.</p> <p>List appropriate activities for corresponding seasons.</p> <p>Explain how weather creates opportunities and presents obstacles for activities in our daily lives.</p> <p>Draw a visual to depict how physical changes cause emotional changes for animals and people.</p> <p>Orally describe to a peer prior experiences with extreme weather, using academic content words to convey cause and effect.</p>

<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>Speaking and Listening</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>Language</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Readers can typically understand data better when it is presented in graphic versus text form.</p> <p>Adapting to the different forces of nature and extreme weather is critical in order to remain safe.</p> <p>Past events help us understand risk and prepare for extreme conditions. Prior experience is valuable to one's learning.</p> <p>Authors write with a specific purpose in informational text.</p> <p>Assessing dangerous situations in nature and reacting quickly are important for personal safety.</p> <p>Reading requires an understanding of sound/letter correspondence, differentiating between vowels and consonants, and identifying syllables in a word.</p> <p>Acquiring appropriate vocabulary is critical for academic success.</p> <p>Examining the main topic and key details will help comprehension of informational texts.</p> <p>Understanding literary conventions fosters comprehension of fiction.</p> <p>Reading aloud with fluency and accuracy requires awareness of intonation, punctuation, expression and speed.</p>	<p>Write or illustrate a sequence of events to describe typical weather events, using teacher-scaffolded template when needed.</p> <p>Create pie charts or line graphs to depict temperatures during a distinct period in their homeland versus New Jersey.</p> <p>Analyze different climates and events that can trigger dangerous weather and nature situations.</p> <p>Evaluate strategies that can protect us and help us to avoid dangerous weather.</p> <p>Identify the author's purpose in an informational text.</p> <p>Research ways to protect one's self from harm during a natural event, then create a presentation on how to proceed during a catastrophic event. Present to the class.</p> <p>Match sounds to correct letters, identify vowels and consonant, and read with correct emphasis on multi-syllabic words.</p> <p>Strengthen vocabulary skills to develop and improve comprehension.</p> <p>Extract key details in a text and relate it to the main topic.</p> <p>Identify major events, the characters involved, and the results of these events in a story.</p> <p>Record themselves reading aloud to practice elements of fluency. Listen to recording to self-evaluate.</p> <p>Read with appropriate speed and expression.</p>
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<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>WIDA 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 3 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math.</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>Developing informational writing skills requires learning content-related vocabulary.</p> <p>Using transition words effectively will help readers to better comprehend narrative writing.</p> <p>Researching a topic in order to write about it requires vetting resources, paraphrasing, and using proper citation.</p> <p>Writing to effectively convey information requires drafting, editing, revising and proofreading skills.</p> <p>Vocabulary: foggy, snowy, windy, rainy, thunder, lightning, earthquake, seismic, tornado, tsunami, blizzard, flood, hurricane, tropical, polar, artic</p>	<p>Convey information in expository writing through appropriate content-related vocabulary, analysis and text organization.</p> <p>Listen to an audio of an extreme weather event and write a reaction to it.</p> <p>In a written or illustrated work, describe a protocol for remaining safe during a tumultuous weather event.</p> <p>Write a narrative using transition words with introduction, closing, and sequence of actions and details.</p> <p>Publish and/or produce writing with a variety of media.</p> <p>Research a topic, either through information or previous experiences, to answer a question.</p> <p>Examine sources to ensure credibility; use proper citation conventions to avoid plagiarism.</p> <p>Interpret and evaluate information presented in diverse formats.</p> <p>Edit writing for appropriate conventions of standard English, including capitalization, punctuation and spelling.</p>
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Using new vocabulary to discuss specific topics.
- Reading stories using new phonemes learned.
- Matching pictures with specific domain words.
- Placing pictures and/or words in sequential order.
- Writing using simple sentences (about self and others).
- Verbally describing changes between new home (America) and native country.
- Verbally explaining how our environment influences our decisions.
- Writing about a weather-related event or experience using new vocabulary.

KEY LEARNING EVENTS AND INSTRUCTION:

- Total Physical Response (TPR)
- Teaching Proficiency through Reading and Storytelling (TPRS)
- Word Maps
- Graphic Organizers
- Authentic readings
- Listening activities

RANDOLPH TOWNSHIP SCHOOL DISTRICT
ESL Grade 4
Unit II: Powerful Forces of Nature

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 weeks	Unit II – Powerful forces of nature <ul style="list-style-type: none"> • Forces of nature cause change • People can adapt to forces of nature 	<u>Suggested Resources:</u> Pearson Longman Cornerstone 4 (Unit 2) National Geographic Readers Rigor Scott Foresman Sunshine Edition 4 Cornerstone Phonics and Word Analysis Kit

RANDOLPH TOWNSHIP SCHOOL DISTRICT
ESL Grade 4
Unit III: Families and Traditions

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS ELA Reading Literature RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>Reading Informational RI.4.1. Refer to details and examples in a text and make relevant connections when explaining</p>	Each person is unique and has individual characteristics.	<ul style="list-style-type: none"> • What is special about me?
	Families are located all over the world and are unique, have different members, values, and celebrations.	<ul style="list-style-type: none"> • How are families special in different ways?
	People around the world live in different ways and in different homes.	<ul style="list-style-type: none"> • How are families around the world different?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Families can be different in many ways including: what they eat, how they celebrate holidays, and the members identified as part of the family.</p> <p>Families from different parts of the country can look distinct, speak a different language, and practice different customs.</p> <p>People from different geographic regions may celebrate different holidays.</p> <p>Families live in different types of homes and with different family members.</p>	<p>Students will be able to perform the following (based on ELP levels in Appendix A – Can Do Descriptors):</p> <p>Explain to a partner why families do things in different ways.</p> <p>On a world map, find homelands of different students.</p> <p>Discuss similarities and differences, including flags, foods, and customs.</p> <p>Compare and contrast celebrations from different countries.</p> <p>Illustrate dwellings where families live, i.e. apartments, homes, mobile homes.</p> <p>Describe in a journal entry or an illustration how we can live with various members of an extended or nontraditional family, or with one parent or guardian.</p>

<p>what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Reading Foundational Skills RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>Family members can learn from each other.</p> <p>Main topic and key details are embedded in a text.</p> <p>Stories come from multiple cultures and are written for a variety of purposes. Most stories have a theme, lesson, or moral.</p> <p>In order to understand a story, it is necessary to identify the different story elements; characters, narrators, settings, and major events.</p> <p>Various techniques exist for acquiring vocabulary necessary for reading comprehension, such as word maps, matching, and using context.</p> <p>A story has a sequence and literary elements, and they interact to create a product that produces meaning.</p> <p>Different characters in a story have different points of view that are expressed in a variety of ways.</p> <p>Various supports and strategies are embedded in a text to aid comprehension, such as headings, visuals, table of contents, and captions.</p> <p>Authors have a purpose in writing an informational text.</p> <p>Various techniques are available for extracting meaning from a text, such as illustrations and details.</p> <p>Many different adjectives and nouns can describe a person.</p> <p>Effectively writing expository text to convey information requires thorough analysis and organization of text.</p>	<p>Indicate ways members learn from their family.</p> <p>Extract key details in a text and relate it to the main topic.</p> <p>Identify story elements to help comprehension while recognizing the different cultures and purposes, such as presenting a common theme, lesson, or moral.</p> <p>Identify major events, the characters involved, and the results of these events in a story.</p> <p>Comprehend text by strengthening vocabulary skills.</p> <p>Read a story with an awareness of and ability to describe the different parts of the story and how they interact, such as a beginning, conclusion, and major events.</p> <p>Read a dialogue aloud, using different voices for different characters,</p> <p>Identify characters with different points of view.</p> <p>Use supports, and strategies embedded in a text to aid in comprehension.</p> <p>Identify author’s purpose in an informational text.</p> <p>Utilize illustrations, details, and other supports to derive meaning from text.</p> <p>Write phrases, sentences or paragraphs using details that describe a person’s characteristics.</p> <p>Convey information in expository writing through appropriate analysis and text organization.</p>
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<p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>Speaking and Listening</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p>Language</p>	<p>A narrative contains a sequence of events: introduction, closing, and details.</p> <p>Writing is a multi-step process which may include peer editing, self-reflection, as well as guidance and support from adults.</p> <p>Presenting information (claims, findings, opinions) logically and effectively requires preparation and practice.</p> <p>Vocabulary: home, unique, attic, basement, yard, balcony, apartment building, stairs, escalator, elevator, mobile home, house, neighborhood, urban, suburban, rural, design, architect, ceremony, celebration, holiday, vacation, community, relatives, siblings, cousins, heritage</p>	<p>Write a narrative with introduction, closing, and sequence of actions and details.</p> <p>Produce clear and consistent writing as a result of editing, self-reflection and support from peers and adults.</p> <p>Publish and/or produce writing with a variety of media.</p> <p>Present information orally effectively and meaningfully.</p>
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<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p> <p>WIDA</p> <p>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 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>		
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Verbally describing how families are different and similar.
- Comparing and contrasting holiday celebrations using a graphic organizer.
- Using new vocabulary when speaking and writing.
- Using phonemes to sort word cards.
- Using a map.
- Writing about self and family members using new vocabulary.
- Researching types of homes in different places
- Identifying (in verbal and written form) the importance of and differences in families

KEY LEARNING EVENTS AND INSTRUCTION:

- Total Physical Response (TPR)
- Teaching Proficiency through Reading and Storytelling (TPRS)
- Word Maps
- Graphic Organizers
- Authentic readings
- Interactive SmartBoard activities.
- Videos on topic pertaining to the unit.
- Listening activities
- Researching topics and citing sources
- Paraphrasing and avoiding plagiarism

RANDOLPH TOWNSHIP SCHOOL DISTRICT
ESL Grade 4
Unit III: Families and Traditions

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
8 weeks	Unit III – Families and Traditions <ul style="list-style-type: none"> • We are all unique • Celebrations value culture and heritage • Homes vary according to cultures 	<u>Suggested Resources:</u> Pearson Longman Cornerstone 4 (Unit 5) Rigor National Geographic Readers Scott Foresman Sunshine Edition 4 Cornerstone Phonics and Word Analysis Kit ESL Holiday Book (Elizabeth Claire) Everythingsl.net (Judie Haynes) Brainpop Jr. Newsela.com BrainpopESL

RANDOLPH TOWNSHIP SCHOOL DISTRICT
ESL Grade 4
Unit IV: Communities of Caring: People and Animals

STANDARDS / GOALS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS ELA Reading Literature RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>Reading Informational RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic;</p>	Animals and people often care for each other.	<ul style="list-style-type: none"> How do animals and people care for each other?
	Most people and animals take care of their young because they cannot take care of themselves.	<ul style="list-style-type: none"> Why is it important to take care of young animals and babies?
	Communities offer services to their members.	<ul style="list-style-type: none"> What types of services does our community provide?
	<p style="text-align: center;">KNOWLEDGE</p> <p>Students will know:</p> <p>People care for animals and babies in different ways.</p> <p>Animals can help people's lives.</p> <p>Animals have helped humans for centuries.</p> <p>Communities provide services, such as libraries, police departments, and firehouses.</p> <p>Animals play an important role in a community, including service to disabled members and preventative care.</p> <p>Sounds correspond to letters. Vowels are different from consonants.</p> <p>Syllables add to word meaning.</p>	<p style="text-align: center;">SKILLS</p> <p>Students will be able to perform the following (based on ELP levels in Appendix A – Can Do Descriptors):</p> <p>Discuss the ways that people care for each other and for animals.</p> <p>Categorize service animals and the help they can provide.</p> <p>Investigate the history of the beneficial relationship between people and animals.</p> <p>Compare and contrast services provided in their homelands versus this new community.</p> <p>Categorize the different services in our community and how we can use them.</p> <p>Explain why service animals are important for specific community members.</p> <p>Match letters to their appropriate sound(s).</p> <p>Identify and utilize different syllables in a word.</p>

<p>describe the differences in focus and the information provided.</p> <p>RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Reading Foundational Skills</p> <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>Listening carefully to a speaker for reasons and evidence will enable a student to understand the speaker’s point of view.</p> <p>A reader makes relevant connections to a text by understanding that explicit language and inferences are embedded in details and examples.</p> <p>A text has a main idea with key details to support it.</p> <p>In order to understand a story, a reader must identify the different story elements; characters, narrator, settings, and major events.</p> <p>Reflecting on a topic using two distinct sources of information will enable one to write or speak about the topic with knowledge and confidence.</p> <p>Writing expository text requires use of organizational structure and logical analysis.</p> <p>Vocabulary: goal, challenge, involve, male, female, reproduce, service, therapy, companion, warm, breathe, mammal, bond, encounter, gather, protect, domesticate, breed, community, resource</p>	<p>Identify the reasons and evidence speakers provide to support their point of view.</p> <p>Identify explicit versus inferred information in key details and examples in a text.</p> <p>Extract key details in a text and relate it to the main topic.</p> <p>Identify major events, the characters, and the outcome of a story.</p> <p>Write or speak about a topic knowledgeably after closely examining two different sources of information.</p> <p>Convey information in expository writing through appropriate analysis and text organization.</p>
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W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Speaking and Listening

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</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 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"> • Using new vocabulary to discuss specific topics. • Questioning via self-evaluation and reflection. • Reading stories using strategies to guide comprehension. • Conducting research to support an opinion. 		

- Matching pictures with images of vocabulary words.
- Describing community services.
- Writing a descriptive essay using information generated from the topic, “How do service animals help us?”
- Researching then creating a multi-media presentation about a service or therapy animal.

KEY LEARNING EVENTS AND INSTRUCTION:

- Journal writing
- Collaborative discussion and dialogue to support a claim
- Five-column vocabulary
- Total Physical Response (TPR)
- Teaching Proficiency through Reading and Storytelling (TPRS)
- Word Maps
- Graphic Organizers
- Authentic readings
- SmartBoard activities
- Listening activities
- Educational videos

RANDOLPH TOWNSHIP SCHOOL DISTRICT
ESL Grade 4
Unit IV: Communities of Caring: People and Animals

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 weeks	Unit IV – Communities of Caring: People and Animals <ul style="list-style-type: none"> • Animals and people take care of each other • Most people and animals take care of their young • Communities offer services to their members 	<u>Suggested Resources:</u> Pearson Longman Cornerstone 4 (Unit 1) Scott Foresman Sunshine Edition 4 Cornerstone Phonics and Word Analysis Kit Oxford Picture Dictionary Virtual video on Randolph using Google BrainPopESL.com BrainPopJr.com

RANDOLPH TOWNSHIP SCHOOL DISTRICT

ESL Grade 4

Unit V: Interactions and Solving Problems

STANDARDS / GOALS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS ELA Reading Informational RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>Reading Foundational Skills RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p>	People need to interact to solve problems.	<ul style="list-style-type: none"> How do people solve problems together?
	Different problems will have different solutions.	<ul style="list-style-type: none"> How can we find the best solution for a problem?
	We each offer a perspective from our unique culture.	<ul style="list-style-type: none"> How does prior cultural experience, or cultural capital, provide value to resolving problems?
	<p>KNOWLEDGE</p> <p>Students will know that:</p> <p>All living things have needs to sustain life.</p> <p>Reciprocal relationships exist between plants and animals.</p> <p>Humans have a positive and negative impact on the environment.</p> <p>Living things grow and develop in many ways.</p> <p>The food chain has many interconnected parts.</p> <p>Unwanted plants can cause problems.</p> <p>Culture adds value to one's life in many ways.</p>	<p>SKILLS</p> <p>Students will be able to perform the following (based on ELP levels in Appendix A – Can Do Descriptors):</p> <p>Discuss within a group and then draw an illustration to depict elements necessary to sustain life.</p> <p>Analyze the relationships between plants and animals.</p> <p>Appraise the interactions between humans and the environment.</p> <p>Compare and contrast the different ways living things grow and develop.</p> <p>Categorize and order the different participants in the food chain.</p> <p>Analyze issues caused by unwanted or invasive species of plants.</p> <p>Examine the value that your own culture has provided to your life's experiences and education.</p>

<p>Writing W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>Speaking and Listening SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner,</p>	<p>Cognates are words that look similar in two languages and have similar meanings.</p> <p>Developing academic vocabulary and communicative conventions when orally discussing a given topic will help make your speech more understandable.</p> <p>Retelling a story from a text helps readers organize their thoughts about what was read.</p> <p>When listening to audio or watching film, taking notes helps with understanding main ideas and details.</p> <p>Reading aloud with fluency and accuracy requires proper understanding of the elements of intonation, punctuation, expression and speed.</p> <p>Thoroughly researching a topic requires examination of a variety of resources in order to answer a question.</p> <p>By adding visuals to an expository text, a writer helps a reader to better understand the text.</p> <p>Writing expository text to effectively convey information requires appropriate organization and analysis.</p> <p>Vocabulary: brainstorm, research, debate, investigate, design, affect, eliminate, outcome, advice, scheme, plan, resourceful, compromise, resolution, issue, negotiate</p>	<p>Identify cognates and create a dialogue to use them in sentences.</p> <p>Effectively present information orally by developing relevant content vocabulary.</p> <p>Self-correct for appropriate conventions of standard English when speaking.</p> <p>Use a sequence of events chart to organize events from a narrative.</p> <p>Paraphrase a text using appropriate quotations marks, citations, and avoidance of plagiarism.</p> <p>Listen with understanding to an audio or video and take notes to recall key details and the main idea. Rewrite notes in student journal to improve comprehension.</p> <p>Read aloud with appropriate speed and expression.</p> <p>Research a topic, using resources or prior experiences, to answer a question.</p> <p>Add drawings and other visual strategies to clarify information, knowledge, ideas and thoughts.</p> <p>Convey information in expository writing through appropriate analysis and text organization.</p>
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<p>using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p>Language</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p> <p><u>WIDA</u> ELD 1</p>		
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<p>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 3 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math.</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"> • Using new vocabulary to discuss specific topics. • Reading using newly learned vocabulary. • Arranging pictures, words, and phrases in sequential order. • Asking questions using WH words (question words). • Verbally describing and then retelling ways to achieve compromise. • Writing an expository piece using new vocabulary words. • Sorting images based on specific characteristics. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Total Physical Response (TPR) • Teaching Proficiency through Reading and Storytelling (TPRS) • Word Maps • Graphic Organizer • Videos • SmartBoard Activities • Authentic readings • Listening activities 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
ESL Grade 4
Unit V: Interactions and solving problems

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 weeks	Unit V – Interactions and solving problems <ul style="list-style-type: none"> • People need to interact to solve problems • Different problems will have various solutions • We each offer a perspective from our unique culture 	<u>Suggested Resources:</u> Pearson Longman Cornerstone 4 (Unit 4) http://www.epa.gov/epawaste/education/pdfs/tesol.pdf Schoolexpress.com Brainpop Jr Brainpop ESL National geographic readers Rigor

RANDOLPH TOWNSHIP SCHOOL DISTRICT
ESL Grade 4
Unit VI: Me and My Place in the World

STANDARDS / GOALS NJSLS ELA Reading Literature RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Homes can exist in many different forms.	<ul style="list-style-type: none"> Why are homes different around the world?
	Geography, time, and climate influence how a family lives.	<ul style="list-style-type: none"> How do geography and climate affect families and their homes over time?
	KNOWLEDGE	SKILLS
	Students will know: Different regions exist in the world. Each region or country has its own language. Different types of homes exist around the world. Climate and weather affect how a dwelling is constructed. Geography influences how a population lives. Language, culture and religion are some of the major identifying characteristics of a population. Students around the world experience education in a variety of ways.	Students will be able to perform the following (based on ELP levels in Appendix A – Can Do Descriptors): Identify countries and languages in various regions. Categorize language and nationalities by country. Classify dwellings according to climate, region, setting, and culture. Compare their previous home to their current home based on the impact of climate and geography. Explain how geographical features affect different countries and/or regions. Compare a region's culture or religion with that of another region. Describe a typical school day in another part of the world. Compare and contrast a school day in the United States to a school day in another country.

<p>genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>Reading Informational</p> <p>RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>Reading Foundational Skills</p> <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Third-culture kids are children who have spent a part of their developmental years outside of the culture of their parents or guardians.</p> <p>Oral discourse requires a logical and cohesive structure.</p> <p>Contexts and situations require different forms of English, e.g., formal versus informal.</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>Stories and narratives contain themes.</p> <p>Narratives contain an introduction, sequence of events, closing, and details.</p> <p>Writing opinion pieces on topics or texts requires the ability to support a point of view with reasons and information.</p> <p>Specific steps are necessary to produce and/or publish writing.</p> <p>Research from a variety of resources is important for accurately answering a question.</p> <p>Appropriate conventions of standard English in writing and speaking, including grammar, capitalization, punctuation, and spelling.</p>	<p>Identify ways that having a third culture, or exposure to more than one culture different from that of parents or guardians, has benefitted their lives.</p> <p>Using pre-prepared written notes that outline a logical progression of ideas, engage in discourse about your homeland education versus your current educational environment.</p> <p>Differentiate when formal versus informal English is required in discourse.</p> <p>Use formal English to complete an oral assignment.</p> <p>Identify major events, describe the characters in depth, and analyze the outcome of events in a story.</p> <p>Identify the theme or themes in a text.</p> <p>Write a narrative with introduction, sequence of events, closing and details.</p> <p>Write with a clear point of view about how their culture has benefitted their education and informed goals for their future. Support writing with reasons and information.</p> <p>Publish and/or produce writing with a variety of media.</p> <p>Research a topic, through either information or previous experiences, to answer a question.</p> <p>Edit writing for appropriate conventions of standard English, including capitalization, punctuation and spelling in writing.</p> <p>Self-correct for appropriate conventions of standard English when speaking.</p>
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<p>Writing</p> <p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>Speaking and Listening</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>Vocabulary:</p> <p>region, landscape, dwelling, shelter, geography, native, underground, efficient, environment, adapt, assimilate, location, Third Culture Kid</p>	
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<p>SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p>Language</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>		
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<p>WIDA</p> <p>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 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"> ● Comparing and contrasting their current homes to previous homes. ● Using new vocabulary words to explain why the world is different. ● Identifying how their characteristics differ from those of their family members or classmates. ● Using cultural capital to reflect on learning and new surroundings. ● Using a map to show regions of the world and relate to North America. ● Identifying phonemes when reading. ● Sorting pictures based on the topics of landmarks, foods, clothing related to a region or culture. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> ● Total Physical Response (TPR) ● Teaching Proficiency through Reading and Storytelling (TPRS) ● Word maps ● Graphic organizer ● Smart Board activities ● Videos ● Authentic readings ● Listening activities ● Virtual visits to American landmarks and other regional landmarks 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
ESL Grade 4
Unit VI: Me and My Place in the World

SUGGESTED TIME ALLOTMENT	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 are ways to create a home • Geography, time, and climate affect how a family lives • Schools and students have many similarities and differences around the world 	<u>Suggested Resources:</u> Pearson Longman Cornerstone 4 (Unit 5) Scott Foresman Sunshine Edition 4 Cornerstone Phonics and Word Analysis Kit National Geographic Readers World Map Virtual video of the world and famous landmarks

CAN DO DESCRIPTORS BY LANGUAGE DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: GRADES 4-5

By the end of each of the English language proficiency levels 1-5 English language learners can...

Language Proficiency Level	LISTENING			SPEAKING			ORAL LANGUAGE
	<u>Process Recounts</u> by:	<u>Process Explanations</u> by:	<u>Process Arguments</u> by:	<u>Recount</u> by:	<u>Explain</u> by:	<u>Argue</u> by:	<u>Discuss</u> by:
Level 1 Entering	<ul style="list-style-type: none"> Matching oral words and phrases to content-related pictures or objects Identifying the topic in oral statements 	<ul style="list-style-type: none"> Sequencing oral procedures or cycles with images Distinguishing key words and phrases related to phenomena 	<ul style="list-style-type: none"> Matching illustrations with oral points of view Identifying language related to facts or opinions from oral presentations 	<ul style="list-style-type: none"> Stating key words and phrases associated with the content using visual or graphic support Communicating personal experiences orally 	<ul style="list-style-type: none"> Naming components of phenomena using illustrations, photographs, or diagrams Demonstrating procedures using realia 	<ul style="list-style-type: none"> Stating reasons for choices using words or phrases Answering yes/no or choice questions across content or personal preferences 	<ul style="list-style-type: none"> Expressing own ideas in a variety of ways (<i>e.g., drawing, using gestures, graphing</i>) Tracking the person speaking Sharing own work (<i>e.g., graphic organizers, drawings</i>) to contribute to the conversation
Level 2 Emerging	<ul style="list-style-type: none"> Classifying time-related language in oral statements (<i>e.g., present, past, future</i>) Connecting the context of narratives (<i>e.g., the who, what, when, & where</i>) to illustrations 	<ul style="list-style-type: none"> Organizing routine causal or sequential relationships described orally Following oral directions to show recurring steps in cycles or problem-solving 	<ul style="list-style-type: none"> Sorting evidence and claims from oral descriptions Distinguishing words and phrases related to opinions or facts from oral statements 	<ul style="list-style-type: none"> Retelling short stories or content-related events Stating procedural steps across content areas 	<ul style="list-style-type: none"> Giving reasons why or how something works using diagrams, charts or images Stating key words or phrases in processes in a sequential order 	<ul style="list-style-type: none"> Stating opinions based on experiences Responding to opinion statements of others with personal preferences 	<ul style="list-style-type: none"> Taking turns and applying conventions specific to particular conversations Addressing others according to relationship (<i>e.g., student-peers, student-teacher</i>)
Level 3 Developing	<ul style="list-style-type: none"> Identifying the beginning, middle and end in oral retelling of a text Following tasks and directions retold by peers 	<ul style="list-style-type: none"> Interpreting cause and effect relationships in conversations Recognizing relationships in a series of oral statements 	<ul style="list-style-type: none"> Identifying different perspectives, stances, or points of view Recognizing reasons for positions in oral presentations 	<ul style="list-style-type: none"> Presenting detailed content-related information that has been rehearsed Stating main ideas in classroom conversations on social and academic topics 	<ul style="list-style-type: none"> Stating clear sequential procedures to peers Comparing data or information 	<ul style="list-style-type: none"> Expressing opinions using content-area specific language Presenting content-based facts that support a position 	<ul style="list-style-type: none"> Asking clarifying questions to demonstrate engagement Using examples to clarify statements Answering questions to contribute to a topic

Level 4 Expanding	<ul style="list-style-type: none"> Sequencing events or steps based on oral reading of informational text Recognizing the language of related genres (<i>e.g., news reports, historical accounts</i>) 	<ul style="list-style-type: none"> Identifying precise details, descriptions, or comparisons that support conversation Following oral information on how or why phenomena occur 	<ul style="list-style-type: none"> Identifying evidence that supports predictions or hypotheses Differentiating between multiple points of view in class discussions 	<ul style="list-style-type: none"> Giving content-related oral reports Sequencing steps to solve a problem 	<ul style="list-style-type: none"> Connecting the sequential, cyclical, or causal relationships of content-related issues and concepts Presenting detailed information in small groups 	<ul style="list-style-type: none"> Stating relevant evidence for claims Responding to opinion statements of others with reasons or evidence 	<ul style="list-style-type: none"> Elaborating on statements of others to extend ideas Presenting creative solutions to resolve communication issues Contributing ideas to co-create group responses
Level 5 Bridging	<ul style="list-style-type: none"> Identifying related information from multiple sources presented orally Recognizing the key historical, scientific or technical language used in a mini-lecture 	<ul style="list-style-type: none"> Recognizing language used to enhance the specificity of phenomena in class discussions Identifying components of systems (<i>e.g., ecosystems, branches of government</i>) in small group interactions 	<ul style="list-style-type: none"> Distinguishing certainty from uncertainty of spoken words or phrases in context Identifying the degree of formality in oral presentations 	<ul style="list-style-type: none"> Conveying personal and content-related experiences in a team Using technical and specific vocabulary when sharing content information 	<ul style="list-style-type: none"> Elaborating by adding precision and details to content-related sequence or causal phenomena Describing relationships of components within systems (<i>e.g., ecosystems, government</i>) 	<ul style="list-style-type: none"> Supporting claims with evidence from various sources Using claims and evidence to persuade an audience 	<ul style="list-style-type: none"> Recognizing how language can be used to express bias and influence others Challenging ideas respectfully Managing conversations to stay focused on a topic
Level 6 Reaching	<ul style="list-style-type: none"> Identifying the overall structure (<i>e.g., chronology</i>) of events, ideas, concepts, or information in oral presentations Differentiating similarities and differences of information presented through multimedia and written text 	<ul style="list-style-type: none"> Interpreting the specific language used to enhance descriptions of phenomena Attending to the language related to events or phenomena in peer presentations 	<ul style="list-style-type: none"> Recognizing the strength of the quality of evidence presented in oral discourse Identifying the purpose of arguments 	<ul style="list-style-type: none"> Summarizing discussions on content-related topics Expanding on topics with descriptive details using varied vocabulary 	<ul style="list-style-type: none"> Analyzing how variables contribute to events or outcomes Maintaining a formal register 	<ul style="list-style-type: none"> Countering with a different point of view Stating conclusions based on a summary of information from the various sides 	<ul style="list-style-type: none"> Examining the value of examples to bring clarity to statements Extend conversations by developing topics with clear examples and information

Language Proficiency Level	READING			WRITING		
	<u>Process Recounts by:</u>	<u>Process Explanations by:</u>	<u>Process Arguments by:</u>	<u>Recount by:</u>	<u>Explain by:</u>	<u>Argue by:</u>
Level 1 Entering	<ul style="list-style-type: none"> Identifying words in context during oral reading of illustrated text on familiar topics or experiences Highlighting previewed or familiar phrases 	<ul style="list-style-type: none"> Matching illustrated words/ phrases to causal or sequential language Sequencing sentences strips to show content-area processes from illustrated texts 	<ul style="list-style-type: none"> Identifying key words and phrases of claims Identifying a claim or an opinion in multimedia with a partner 	<ul style="list-style-type: none"> Communicating personal experiences through drawings and words Reproducing a series of events through illustrated text 	<ul style="list-style-type: none"> Producing short-answer responses to questions using word/ phrase banks Labeling charts and graphs to describe phenomena (<i>e.g., organisms in ecosystems</i>) 	<ul style="list-style-type: none"> Selecting words and phrases to represent points of view using facts from illustrated text or posters Using key words or phrases related to the topic
Level 2 Emerging	<ul style="list-style-type: none"> Classifying time-related language in text as present or past Identifying the “who,” “what,” “where,” and “when” in narrative text with a partner 	<ul style="list-style-type: none"> Identifying different types of connectors (<i>e.g., first, next, because, so</i>) Identifying key words and phrases that describe the topic or phenomena 	<ul style="list-style-type: none"> Identifying language indicative of points of view Organizing evidence based on sequential language in texts Differentiating between claims and evidence 	<ul style="list-style-type: none"> Listing procedural steps across content areas Listing positive and negative effects of events in informational or narrative text 	<ul style="list-style-type: none"> Using key terms related to phenomena Ordering linear and cyclical sequences of phenomena (<i>e.g., the steps of how a volcano erupts</i>) 	<ul style="list-style-type: none"> Stating reasons for particular points of view Listing pros and cons of issues
Level 3 Developing	<ul style="list-style-type: none"> Sequencing events in stories or content-related processes Identifying main ideas in narrative and informational text 	<ul style="list-style-type: none"> Matching causes with effects Identifying words or phrases to determine the type of explanation (<i>e.g., linear sequence, cycle, system</i>) 	<ul style="list-style-type: none"> Identifying evidence from multiple places within text Identifying different perspectives, stances, or points of view 	<ul style="list-style-type: none"> Using key words and phrases reflective of main ideas Conveying details using concrete words and phrases 	<ul style="list-style-type: none"> Connecting related ideas or concepts using linking words and phrases Answering “how” or “why” questions (<i>e.g., “How does the water cycle work?” “Why are there three branches of government?”</i>) 	<ul style="list-style-type: none"> Connecting reasons to opinions supported by facts and details Making adjustments for audience and context
Level 4 Expanding	<ul style="list-style-type: none"> Connecting details to main ideas or themes Identifying conclusions in multi-paragraph text 	<ul style="list-style-type: none"> Identifying the different words or phrases that are used to describe the same topic or phenomena Organizing information on how or why phenomena occur 	<ul style="list-style-type: none"> Hypothesizing or predicting based on evidence Comparing multiple points of view on a topic 	<ul style="list-style-type: none"> Relating a sequence of events using a variety of transitional words, phrases, and clauses Synthesizing information across related texts (<i>e.g., author study</i>) 	<ul style="list-style-type: none"> Presenting information on processes or phenomena from a variety of sources Elaborating topics with facts, definitions, concrete details, or quotations and examples 	<ul style="list-style-type: none"> Comparing and contrasting evidence for claims Providing reasons and evidence which support particular points

Level 5 Bridging	<ul style="list-style-type: none"> • Becoming familiar with the language of related genres (<i>e.g., news reports, historical accounts</i>) • Summarizing information from multiple related sources 	<ul style="list-style-type: none"> • Identifying how text provides clear details of the topic or phenomena • Identifying components of systems (<i>e.g., ecosystems, government</i>) 	<ul style="list-style-type: none"> • Connecting personal experience with textual evidence to strengthen an interpretation of the text • Evaluating the strength of evidence as support for claims 	<ul style="list-style-type: none"> • Producing content-related reports • Creating narratives that connect personal experiences and content 	<ul style="list-style-type: none"> • Describing how factors contribute to events or outcomes • Describing how systems relate or interact 	<ul style="list-style-type: none"> • Evaluating positive and negative implications associated with various positions (<i>e.g., historical events, scientific discoveries</i>) • Including evidence from multiple sources
Level 6 Reaching	<ul style="list-style-type: none"> • Identifying the overall structure (<i>e.g., chronology</i>) of events, ideas, concepts, or information in text • Highlighting events or procedures that happened in historical, scientific, or technical text 	<ul style="list-style-type: none"> • Identifying how text presents information in a factual or neutral manner • Evaluating the specific language used to enhance descriptions of phenomena 	<ul style="list-style-type: none"> • Evaluating claims and evidence by drawing from multiple print sources • Differentiating from the strength of different pieces of evidence as support for claims 	<ul style="list-style-type: none"> • Summarizing content-related information • Using narrative themes to extend the storyline 	<ul style="list-style-type: none"> • Presenting information on processes or phenomena supported by facts and details in essays and reports • Selecting the appropriate organizational structure for the particular purpose 	<ul style="list-style-type: none"> • Organizing ideas and information logically and coherently • Integrating information from multiple sources to provide evidence for claims

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 or summarizing stories, producing information reports, and sharing past experiences, stating the 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 or 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 and 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

Generously created for WIDA by **Becky Linderholm**
Eau Claire Area School District

Appendix B: Additional Resources

www.Everythingsl.net

www.Education.com

<http://www.ballard-tighe.com/frames-for-fluency/>

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

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

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

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

www.wida.us

LarryFerlazzo.com

TESOL.org

