

## Content-Based ESL Curriculum Map

Grade Span: 4-5

Proficiency Level: WIDA 2

Month	Student Profiles/Learning Goals	Student Learning Outcomes		Planned Assessments/ Student Work Products	Content-Area and Targeted Vocabulary
		<b>L</b> = Listening <b>R</b> = Reading <b>S</b> = Speaking <b>W</b> = Writing)			
<b>September</b>	<ul style="list-style-type: none"> <li>• Students will take turns introducing themselves and others.</li> <li>• Students participate orally in class activities and give very basic oral presentations on personal and cultural topics.</li> <li>• Students research and compare &amp; contrast new cultures.               <ul style="list-style-type: none"> <li>• Students will make inferences regarding the genre of poetry</li> </ul> </li> <li>• Students will become familiar with school culture and norms and be able to address others according to their relationship (principal, nurse, etc)</li> </ul>	<b>L</b>	Demonstrate comprehension of interpersonal conversations when spoken to slowly and with frequent repetitions. Identify verbal and nonverbal cues to determine when to focus attention. Demonstrate comprehension of a simple story or poem that is heard using prior knowledge or visual cues.	-Develop 5 interview questions and introduce a classmate -Utilize presentation rubric -After reading <i>Poems from A Movie in My Pillow (Avenues C)</i> complete Venn Diagram <i>El Salvador v. United States</i> - Complete “Talk it Over” ( <i>Avenues C</i> ) - Draw conclusions and complete test, <i>A Movie in My Pillow</i> - Neighborhood Poem ( <i>Avenues C</i> ) Activity rubric	<b>Social Studies/ELA:</b> <i>Students will research different cultures. Students will be introduced to the genre of poetry. Students will write their own neighborhood poem.</i>  <u>Key Vocabulary</u> <b>poem, title, rhyme, stanza, comparison, neighborhood,</b>
		<b>S</b>	Compare aspects of cultures, appropriate to age. Observe and imitate how others speak and behave in various settings. Request help, feedback, and clarification. Retell events in a simple or familiar story using relevant words and phrases		

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		<b>R</b>	Read and understand previously learned essential vocabulary words. Use visual organizers (such as cycle of events, story map, character web) to demonstrate comprehension of facts that support main ideas in a text. Support individual interpretations and conclusions, using evidence from a literary or an informational text. Identify the elements of poetry and analyze how they add to the meaning and enjoyment of a poem.		
		<b>W</b>	Dictate sentences that give information (such as directions, instructions, explanations) Write a short poem that contains simple sensory details.		
<b>October</b>	<ul style="list-style-type: none"> <li>• Students will read and discuss beginning, middle, end of short stories.</li> </ul>	<b>L</b>	Identify the beginning, middle, and end of a story that is heard.	- Story Map graphic organizer (identifying the beginning, middle, and end of the story) of various	<b>Social Studies/ELA:</b> <i>Students will study short stories about the cultural</i>
		<b>S</b>	Participate in small-group activities, playing a specified role.		

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	Students will learn about the genre of fantasy. <ul style="list-style-type: none"> <li>• Students will be able to identify fall customs.</li> <li>• Students will differentiate dialogue that develops the plot and characters of a play.</li> </ul>	<b>R</b>	Use visual organizers (such as cycle of events, story map, character web) to demonstrate comprehension of facts that support main ideas in a text. Highlight dialogue develops the plot and characters of a play.	short fall stories (i.e. ghost stories, folk tales, etc.) - Guided reading questions for <i>Clever Ana and the Greedy Giant</i> (Avenues C)	<i>traditions associated with autumn.</i> <i>Students will read a play and study features of this genre.</i>  <u>Key Vocabulary</u> <b>play, narrator, character,</b>
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	<ul style="list-style-type: none"> <li>• Students will become aware of the characteristics of the English language at the phrase level, including intonation and word stress patterns.</li> <li>• Students will engage in cooperative learning.</li> <li>• Students will become familiar with fire drill/lockdown procedure.</li> </ul>	<b>W</b>	<i>Organize ideas related to a writing topic using graphic representations.</i> <i>Write a brief response to a literary text or an explanation of an informational text, using evidence from the text as support.</i>	- Think & Respond Activity : Story Map (Avenues C) -Real and Make-Believe Activity (Avenues C) - Reader’s Theater rubric - Teacher observations -Journal Activity -Speaking: Students will act out a play and teacher will observe	<b>dialogue, real, makebelieve, fantasy</b>
<b>November</b>	<ul style="list-style-type: none"> <li>• Students will utilize technology when graphing the growth of a plant. Students will comprehend academic text.</li> <li>• Students will utilize</li> </ul>	<b>L</b>	<i>Understand selected essential grade-level academic content vocabulary using pictures, actions, and/or objects.</i>	- Graph Plant Growth Activity (Internet) (Avenues C)	<b>Math, Social Studies, ELA:</b> <i>Students will perform basic arithmetic functions.</i> <i>Students will read and</i>

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	technology to practice vocabulary and grammar, while participating in a <ul style="list-style-type: none"> <li>charitable cause.</li> </ul>	<b>S</b>	<i>Asks and answers concrete questions about familiar topics.</i> <i>Compares and contrasts information orally.</i>	- Practice test (main ideas and details) <i>How Rice Grows (Avenues C)</i> - Venn Diagram Fiction v. Nonfiction - Talk It Over Activity for <i>Farms (Avenues C)</i>	<i>respond to a social studies article.</i> <i>Students will design an invitation for a Thanksgiving meal that they</i>
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	<ul style="list-style-type: none"> <li>Students will engage in cooperative learning when planning a Thanksgiving meal</li> <li>Students will recognize different forms of literature.</li> </ul>	<b>R</b>	<i>Determines meaning of a text from title, illustrations, and personal experience.</i>	- Internet ( <i>freerice.com, NO Red Ink, Flocabulary</i> ) - Students will listen to teacher read fiction and non-fiction short stories articles -Students will use a graphic organizer to record elements of each form of literature (such as prs/cons on an persuasive piece)	<i>planned.</i>  <u>Key Vocabulary</u> <b>Fiction, nonfiction, rice, dairy, farming, vegetable, factory, headings, invitation, inches, measure</b>

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		<p><b>W</b></p> <p>Spell correctly frequently used sight words and words with personal meaning. Work collaboratively with peers when using technology in the classroom.</p> <p>Write a letter with ideas placed in an order that makes sense.</p> <p>Write or dictate letters for a specific audience and purpose (such as thank-you note, invitation).</p>		
<p><b>December</b></p>	<ul style="list-style-type: none"> <li>• Students will learn about holidays celebrated worldwide</li> <li>• Students will learn about the genre of realistic fiction</li> <li>• Students will engage in role-play.</li> <li>• Students will use technology to research holidays (including</li> </ul>	<p><b>L</b></p> <p>Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or objects. Demonstrate comprehension of explanations or instructions, when clarification is given.</p>	<p>-Activity rubric for <i>Role-Play a Celebration (Avenues C) Unit 4</i></p> <p>- Oral responses to teacher questions based on realistic-fiction reading, <i>This Next New Year (Avenues C)</i>; poems, <i>Rosh Ha-Shanah Eve, Kwanzaa Is...</i>, <i>Mawlid Al-Nabi (Avenues C)</i></p> <p>- Graphic organizer for</p>	<p><b>Social Studies/ Geography/Music/ELA:</b></p> <p><i>Students will read and respond to a short story. Students will research cultural traditions, music, and locations of a specific holiday. Students will present their holiday poster projects orally.</i></p>

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	<p>traditional music) and create a poster project • Students will give an oral presentation based on their poster project</p> <ul style="list-style-type: none"> <li>Students will learn school protocol during winter months</li> </ul>	<b>S</b>	<p><i>Employ appropriate volume of voice in each of various contexts</i></p> <p><i>Demonstrate understanding of differences in English intonation patterns (such as rising intonation in “yes-no” questions). Use appropriate words, phrases, and expressions to interact with peers and adults.</i></p>	<p><i>Have a Holiday Fair project (Avenues C) - Project rubric for Have a Holiday Fair poster &amp; oral presentation</i></p>	<p><u>Key Vocabulary</u> <b>holiday, celebration, dream, luck, setting, temperature, freezing</b></p>
<b>R</b>	<p><i>Identify a main event from a story.</i></p> <p><i>Use knowledge of text features to determine the purpose and meaning of a text.</i></p> <p><i>Use knowledge of common graphic features to determine the purpose and meaning of text.</i></p>				
<b>W</b>	<p><i>Organize ideas related to a writing topic using graphic representations.</i></p>				

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<b>January</b>	<ul style="list-style-type: none"> <li>Students will comprehend an academic text (science article and social studies article).</li> <li>Students will engage in cooperative learning.</li> </ul>	<b>L</b> <i>Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or objects. Identify important information about academic content, using prior knowledge and/or visual cues as needed. Connect new information to prior knowledge.</i>	-Classification Graphic Organizer based on text, <i>What Do You Do When Something Wants to Eat You?</i> (Avenues C) - Graph assignment (Avenues C) - Venn Diagram comparing two animals from article & Paragraph Rubric (Avenues C) - Classification Practice test (Avenues C) - Cooperative learning checklist -Teacher observation -Venn Diagram Comparing different cultures and how they celebrate the New Year.	<b>Math, Science, ELA:</b> <i>Students will make a graph comparing the speeds of different animals. Students will classify animals according to scientific attributes. Students will write a paragraph comparing the ways that two animals protect themselves. Students will read an article about traditions for the New Year and find comparisons between cultures.</i>  <u>Key Vocabulary</u> <b>classify, mammals, reptiles, amphibians, predator, prey, traditions</b>
		<b>S</b> <i>Employ vocabulary essential for grade-level content learning. Classify previously learned words by content themes or topics (such as Gr. 3-5 science plant structures; roots...) Compare and contrasts information orally.</i>		

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		<p><b>R</b> <i>Read and understands sight words related to personal experience and selected academic content. Determine meaning of text from title, illustrations, and personal experience. Visually represent data gathered through research (such as in a graph, chart, timeline).</i></p>		
		<p><b>W</b> <i>Identify previously learned words and phrases that are related to the topic of a writing task. Organize ideas related to a writing topic using graphic representations.</i></p>		
<p><b>February</b></p>	<ul style="list-style-type: none"> <li>• Students will learn about the genre of fantasy (animal fantasy)</li> <li>• Students will read &amp; discuss beginning, middle, and end of short stories.</li> <li>• Students will write a short animal fantasy story.</li> </ul>	<p><b>L</b> <i>Clarify meanings of words, using beginning and bilingual dictionaries. Demonstrate comprehension of vocabulary essential for grade level content learning, using pictures, actions, and/or objects. Demonstrate comprehension of explanations or instructions, when clarification is given.</i></p>	<p>- Goal and Outcome Graphic Organizer for <i>Grandpa Toad's Secrets</i> (Avenues C)                      - Oral presentation rubric                      - Writing Assignment Rubric</p>	<p><b>ELA:</b>  <i>Students will read, analyze, and create a work of animal fantasy.</i></p> <p><u>Key Vocabulary</u> <b>scared, hungry, enemy, secret, hide, smart</b></p>

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		<p><b>S</b></p> <p><i>Retell events in a simple or familiar story using relevant words and phrases.</i>  <i>Retell the beginning, middle, and end of a story that is heard.</i>  <i>Make predictions or inferences based on a story or information that has been heard,</i></p>		
		<p><b>R</b></p> <p><i>Identify a main event from a story.</i>  <i>Identify words that appeal to the senses in language and literature that is heard.</i>  <i>Use knowledge of text features to determine the purpose and meaning of text.</i>  <i>Use knowledge of common graphic features to determine the purpose and meaning of text.</i></p>		
		<p><b>W</b></p> <p><i>Use general and specific words and phrases to write about familiar objects and events</i>  <i>Write directions, instructions, or explanations with multiple sentences that provide information in logical order.</i></p>		
<p><b>March</b></p>	<ul style="list-style-type: none"> <li>• Students will use the internet to listen to weather reports and then orally summarize these reports in cooperative groups.</li> <li>• Students will read a science article and analyze diagrams.</li> <li>• Students will make predictions and conduct brief</li> </ul>	<p><b>L</b></p> <p><i>Demonstrate comprehension of vocabulary essential for grade level content learning , using pictures, actions, and/or objects. Identify important information about academic content, using prior knowledge and/or visual cues as needed.</i>  <i>Connect new information to prior knowledge.</i></p>	<p>- After reading, <i>Where Do Puddles Go?</i> (Avenues C), students will complete <i>The Water Cycle</i> diagram. - Teacher observation of cooperative group work</p> <p>- Interview project rubric based on “Make a Graph”</p>	<p><b>Science, Math, Geography, ELA:</b>  <i>Students will learn about the water cycle and weather. Students will use graphs to represent information garnered from research &amp; interviews.</i></p>

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	<p>interviews.</p> <ul style="list-style-type: none"> <li>• Students will share information on interview research in both oral and written form, using appropriate technological applications to enhance their presentations</li> </ul>	<p><b>S</b>    <i>Express basic personal needs and information (such as health, food, clothing, weather, recreation) and school –related information, using spoken words, and phrases.</i></p> <p><i>Demonstrate comprehension of explanations or instructions, when clarification is given</i></p> <p><i>Employ words, phrases, and sentences in social interactions related to everyday topics.</i></p>	(Avenues C)	<p><i>Students will present research information orally and in writing.</i></p> <p><u>Key Words</u> <b>Diagram, puddle, cloud, water, disappear</b></p>
	<p><b>R</b>    <i>Apply knowledge of word context to gain meaning from text.</i></p> <p><i>Read and understand previously learned essential vocabulary words.</i></p> <p><i>Use knowledge of text features to determine the purpose and meaning of a text.</i></p> <p><i>Use knowledge of common graphic features to determine the purpose and meaning of text.</i></p>			

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		<p><b>W</b></p> <p><i>Organize ideas related to a writing topic using graphic representations.</i></p> <p><i>Write lists and short notes for a specified informational purpose (such as postcard to a friend, shopping list).</i></p> <p><i>Identify and use words and phrases to make ideas clearer or more logical.</i></p> <p><i>Select and use appropriate applications for a variety of classroom projects, including database, spreadsheet, web browser, and word-processing.</i></p>		
<p><b>April</b></p>	<ul style="list-style-type: none"> <li>• Students will comprehend academic text.</li> <li>• Students will work in cooperative learning groups.</li> <li>• Students will share creative ideas in both oral and written form.</li> <li>• Students will be able to compare and contrast multiple points of view</li> </ul>	<p><b>L</b></p> <p><i>Identifies the beginning, middle, and end of a story that is heard. Understands selected essential grade-level academic content vocabulary using pictures, actions, and/or objects.</i></p> <p><b>S</b></p> <p><i>Rephrase ideas and thoughts to express meaning. Construct original oral statements, using basic and complex sentence structures Retells events in a simple story, using relevant words and phrases.</i></p> <p><b>R</b></p> <p><i>Analyze the elements of plot, character, and setting in stories. Determines meaning of a text from title, illustrations, and personal experience.</i></p>	<p>-Story Map (Beginning, Middle, End) <i>Eva’s Cloud</i> (Avenues C)</p> <p>- Speaking and writing rubrics (“Retell the Story” &amp; “Add to the Story” – Avenues C)</p> <p>- Adjective Practice Questions <i>Dark Clouds</i> (Avenues C)</p> <p>-“Read a Map” – Internet Activity, Avenues C)</p> <p>- Journal Reflection “Write About a Rainy Day” (Avenues C)</p>	<p><b>ELA/Geography:</b></p> <p><i>Students identify and analyze a story’s main components. Students retell and create a new part of the story.</i></p> <p><i>Students research the location and geographical characteristics of terrains of various locations on a map.</i></p> <p><u>Key Words</u> <b>afraid, save, friend, give</b></p>

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		<b>W</b>	<i>Dictates sentences that give information.</i> <i>Dictate sentences to tell or retell a story in chronological sequence.</i> <i>Works collaboratively with peers when using technology in the classroom.</i>		<b>away, floated, friends, damp</b>
<b>May</b>	<ul style="list-style-type: none"> <li>• Students will research and compare and contrast different musical instruments.</li> <li>• Students will listen to musical selections from different cultures.</li> <li>• Students will comprehend academic texts, including a realistic fiction work and a science article.</li> </ul>	<b>L</b>	<i>Demonstrate understanding of academic content words and phrases in selected concept based categories</i> <i>Demonstrate comprehension of explanations or instructions, when clarification is given.</i> <i>Demonstrate comprehension of specific information heard in an academic contest.</i> <i>Take notes (using graphic organizers) while listening for specific information.</i>	-Questions from <i>Moses Goes to a Concert</i> (Avenues C) -Story Map for <i>Moses Goes to a Concert</i> (Avenues C) - Rubric for Research Assignment (Comparing and Contrasting Two Musical Instruments from Two Different Cultures) - Listening: Students will listen to various instruments on cd and categorize them according to high and low sound and try to identify them.	<b>Music/ELA/Science/ Social Studies:</b>  <i>Students will read a realistic fiction work.</i> <i>Students will use the internet and other sources to research the characteristics and cultural significance of two different musical instruments.</i> <i>Students learn about the science of sound.</i>
		<b>S</b>	<i>Compare aspects of cultures, appropriate to age.</i> <i>Express one's own opinions, preferences, and wishes related to familiar topics</i> <i>Describe how two things within a given academic content are alike or different.</i>		

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		<p><b>R</b></p>	<p><i>Reads and understands sight words related to personal experience and selected academic content. Read phrases containing previously learned words (noun phrases such as my house; prepositional phrases such as on the bus) as units of meaning. Determines meaning of a text from title, illustrations, and personal experience.</i></p>	<p>- Main Idea Chart for <i>Sounds All Around</i> (Avenues C)                  - Preposition Practice (Avenues C)</p>	<p><i>Students will engage in writing assignments and study grammar features.</i></p> <p><b>Key Words</b> loudness, concert, instrument, orchestra, play on, travel, messages, damage</p>
		<p><b>W</b></p>	<p><i>Identifies previously learned words and phrases that are related to the topic of a writing task. Uses general and specific words and phrases to write about familiar objects and events. Works collaboratively with peers when using technology in the classroom.</i></p>		
<p><b>June</b></p>	<ul style="list-style-type: none"> <li>• Students will listen to patriotic songs from the United States and other cultures.</li> <li>• Students will identify the 5 Ws a nonfiction, social studies article about Independence Day in the United States.</li> <li>• Students will create an artistic project to demonstrate</li> </ul>	<p><b>L</b></p>	<p><i>Understands oral questions that are based on academic content.</i></p>	<p>- “Talk It Over” comprehension questions for article, <i>Independence Day</i> (Avenues C)                  - Cause &amp; Effect Graphic Organizer for <i>Independence Day</i> (Avenues C)                  - Rubric for “Make a</p>	<p><b>Social Studies/ELA/Music/Art:</b>  <i>Students will study the history of the United States’ independence movement. Students will explore the music associated with different nations’ independence backgrounds.</i></p>
<p><b>S</b></p>		<p><b>S</b></p>	<p><i>Identifies and follows classroom expectations and conventions, such as taking turns. Participates in classroom discussions and activities, when frequent clarification is given.</i></p>		
		<p><b>R</b></p>	<p><i>Uses text as well as illustrations to gain meaning.</i></p>		
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	<p>content understanding.</p> <ul style="list-style-type: none"> <li>• Students will give an oral presentation.</li> </ul>	<p><b>W</b></p>	<p><i>Organize ideas related to a writing topic using graphic representations.</i></p> <p><i>Write words that have personal meaning (such as name, age, family names, birth country)</i></p> <p><i>Draw pictures and/or use letters to spell words that give others information.</i></p> <p><i>Identify pronouns in a sentence</i></p>	<p>Class Flag” project -</p> <p>Oral presentation rubric for “Make a Class Flag” project</p> <p>- Journal Activity:</p> <p>Students will write about how they feel about their own independence and what they are able to do</p> <p>- Pronoun Practice (Avenues C)</p>	<p><i>Students will create a visual art project.</i></p> <p><i>Students will engage in a writing assignment and study grammar features.</i></p> <p><u>Key</u>                      <u>Vocabulary</u></p> <p><b>birthday, independence, sign, freedom, anthem, symbol</b></p>
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