

Content-Based ESL Curriculum Map

Grade Span: 4-5

Proficiency Level: WIDA 3-4

Month	Student Profiles/Learning Goals	Student Learning Outcomes L = Listening R = Reading S = Speaking W = Writing)		Planned Assessments/ Student Work Products	Content-Area and Targeted Vocabulary
September	<ul style="list-style-type: none"> • Students will introduce themselves and others. • Students participate orally in class activities and give informal presentations on personal and cultural topics. • 	L	<p><i>Understands oral questions that are based on academic content.</i></p> <p><i>Demonstrate comprehension of oral, multi-step directions.</i></p> <p>.</p>	<p>-Develop 8 interview questions and introduce a classmate.</p> <p>-Utilize a presentation rubric.</p> <p>-After reading <i>Poems from A Movie in My Pillow (Avenues C)</i></p>	<p>Social Studies/ELA:</p> <p><i>Students will research different cultures.</i></p> <p><i>Students will be introduced to the genre of poetry.</i></p> <p><i>Students will analyze different short poems.</i></p>

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	<p>Students research and compare & contrast new cultures.</p> <p>Students will make</p> <ul style="list-style-type: none"> • inferences regarding the genre of poetry. • Students will utilize technology to represent an American city. • Students will work in cooperative learning groups <p>-Students will become familiar with school culture and norms.</p>	S	<p><i>Participates in limited discussions of personal and classroom topics, using appropriate words and phrases.</i></p> <p><i>Constructs original oral statements, using basic and complex sentence structures.</i></p> <p><i>Use teacher-developed assessment criteria to prepare oral presentations.</i></p> <p><i>Makes informal presentations that have a recognizable organization.</i></p> <p><i>Compare grammatical constructions (such as tense, gender, subject-verb agreement) in English and the student's first language.</i></p>	<p>complete Venn Diagram <i>El Salvador v. United States.</i></p> <ul style="list-style-type: none"> - After reading <i>Poems from A Movie in My Pillow (Avenues C)</i> complete "Ask and Answer Questions" pg. 34 - working in groups. - Complete "Talk it Over" (<i>Avenues C</i>) -Draw conclusions and complete test, <i>A Movie in My Pillow.</i> - Read additional short poems and complete "Draw Conclusions" worksheet. - "Make a City Postcard" Project rubric (<i>Avenues C</i>) 	<p>Key Vocabulary poem, title, rhyme, comparison, neighborhood, arrived, everywhere, relatives, wonders, stanza</p>
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		<p>R</p> <p><i>Recognize similarities and differences in orthographic conventions and structures between and among languages. Visually represents data gathered through research (e.g., graph, chart, timeline). Support individual interpretations and conclusions, using evidence from a literary or an informational text. Identify themes in a variety of texts. Identify the elements of poetry and analyze how they add to the meaning and enjoyment of a poem. Apply knowledge of general characteristics of a literary genre as a strategy for reading.</i></p>	<p>-Teacher-led discussion of orthographic conventions - Listening: Teacher will read various types of elements of poetry and students will identify them</p>	
	<p>W</p> <p><i>Identify sensory details in poems read or heard. Gathers and analyzes information, using multiple media.</i></p>			
October	<ul style="list-style-type: none"> Students will read and discuss the beginning, middle, end of short stories 	<p>L</p> <p><i>Understands most interpersonal interactions, when clarification is given. Understands oral questions that are based on academic content.</i></p>	<p>- Story Map graphic organizer (identifying the beginning, middle,</p>	<p>Social Studies/ELA: <i>Students will study short stories about the cultural traditions associated with</i></p>

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	<ul style="list-style-type: none"> • Students will practice intonation and word stress patterns of English language • Students will be able to identify common idioms 	S	<p><i>Rehearse ways of speaking (such as formal/informal) that are appropriate to audience and purpose.</i></p> <p><i>Summarizes a story orally.</i></p> <p><i>Participate in classroom discussions and activities, when frequent clarification is given.</i></p> <p><i>Rehearse and dramatize stories plays, and poems, using eye contact and voice volume appropriate for an identified audience.</i></p> <p><i>Express an opinion on a literary text or film in an organized way, using supporting details.</i></p>	<p>and end of the story) of various shortfall stories (i.e. ghost stories, folk tales, etc.)</p> <ul style="list-style-type: none"> - Guided reading questions for <i>Clever Ana and the Greedy Giant (Avenues C)</i> - Think & Respond Activity: Story Map & “Real and Make-Believe” activity - Talk it Over (<i>Avenues C</i>) oral discussion - Reader’s Theater rubric - Teacher observations - Journal Activity 	<p><i>autumn.</i></p> <p><i>Students will read a play and study features of this genre.</i></p> <p>Key Vocabulary clever, “the price is right,” “It’s a deal,” soil, harvest time, “cheated me,” “fair is fair”</p>
		R	<p><i>Uses word analysis (e.g. base/inflections, compound words, cognates) to gain meaning from a text.</i></p> <p><i>Summarize information from a literary or an informational text that is read.</i></p> <p><i>Identify culturally significant characters and events represented in traditional literature (including Greek, Roman, Norse mythology)</i></p> <p><i>Demonstrate understanding that dialogue develops the plot and characters of a play.</i></p> <p><i>Identifies chronological order found in a text.</i></p>		

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		W	<i>Lists details that describe story events.</i>		
November	<ul style="list-style-type: none"> • Students will identify and use transition words in their writing. • Students will utilize technology when graphing the growth of a plant. • Students will comprehend academic text. Students will utilize technology to practice vocabulary and grammar, while participating in a charitable cause. • Students will engage in cooperative learning when planning a Thanksgiving meal. • Students will recognize different forms of literature. 	L	<p><i>Identify words in English that are frequently used in the student's first language. Demonstrate understanding of academic content words and phrases in selected concept-based categories.</i></p> <p><i>Apply knowledge of terms for textual features of textbooks (such as "chapter, review, essay, table of contents") and tests (such as "open-ended, multiple-choice.")</i> Identifies details that support a main idea in a literary or informational text that is heard.</p>	<ul style="list-style-type: none"> - Graph Plant Growth activity (Internet) (Avenues C) & Paragraph Description Activity (focusing on transition words.) - Practice test (main ideas and details) <i>How Rice Grows</i> (Avenues c) - Venn Diagram <i>Fiction v. Nonfiction</i> - Talk It Over Activity for <i>Farms</i> (Avenues C) - "Textbook Terms" Activity 	<p>Math, Social Studies, ELA:</p> <p><i>Students will perform basic arithmetic functions.</i></p> <p><i>Students will read and respond to a social studies article.</i></p> <p><i>Students will design an invitation for a Thanksgiving meal that they planned.</i></p> <p>Key Vocabulary headings, captions, produce, fiction, nonfiction, generalization</p>

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		S	<p><i>Expresses personal opinions and preferences related to familiar topics. Describe how two things within a given academic content are alike or different.</i></p> <p><i>Explain the thinking processes used (such as solving math story problems, using the scientific process) in academic content areas</i></p>	<ul style="list-style-type: none"> - Internet (freerice.com) - Project rubric for “Plan a Thanksgiving Meal” Assignment (“Plan a Meal” Avenues C) & Paragraph Description Activity (focusing on transition words) 	
		R	<p><i>Identifies main ideas and details in text of paragraph length.</i></p> <p><i>Identifies chronological order found in a text.</i></p> <p><i>Visually represents data gathered through research (e.g., graph, chart, timeline.)</i></p>		
		W	<p><i>Identifies basic transition words related to story development.</i></p> <p><i>Gathers and analyzes information, using multiple media.</i></p> <p><i>Employs a variety of sentence lengths to improve writing.</i></p>		

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<p>December</p> <ul style="list-style-type: none"> • Students will learn about holidays celebrated worldwide. • Students will learn about the genre of realistic fiction. • Students will engage in role-play. <ul style="list-style-type: none"> • Students will use technology to research holidays (including traditional music) and create a poster project • Students will give an oral presentation based on their poster project. <ul style="list-style-type: none"> • Students will learn school protocol during the winter months. 	<p>L</p> <p><i>Demonstrate comprehension of common words with multiple meanings (such as “saw,” “can,” sentence)”</i></p> <p><i>Understands oral questions that are based on academic content.</i></p> <p><i>Identifies details that support a main idea in a literary or informational text that is heard.</i></p>	<ul style="list-style-type: none"> -Homophone Activity Worksheet -Multiple Meanings Activity Worksheet -Homophone Test -Activity rubric for <i>Roleplay a Celebration (Avenues C) Unit 4</i> - Oral responses to teacher questions based on realistic-fiction reading, <i>This Next New Year (Avenues C)</i>; poems, <i>Rosh Ha- Shanah Eve</i>, <i>Kwanzaa Is...</i>, <i>Mawlid Al-Nabi (Avenues C)</i> - <i>Base/inflections, compound words, cognates Activity & Test</i> - Graphic organizer for <i>Have a Holiday Fair</i> poster & oral presentation. 	<p>Social Studies/Geography/Music/ELA:</p> <p><i>Students will read and respond to a short story.</i></p> <p><i>Students will research cultural traditions, music and locations of a specific holiday.</i></p> <p><i>Students will present their holiday poster projects orally.</i></p> <p><u>Key</u> <u>Vocabulary</u></p> <p>celebration, festival, realistic, resolutions, “food to go,” “coming into,” meant, “fresh start”</p>
	<p>S</p> <p><i>Constructs original oral statements, using basic and complex sentence structures.</i></p> <p><i>State a position and support/justify it. Express original statements in classroom discussions, using basic and complex sentence structures related to academic topics. Ask questions to clarify meaning in an academic context. Makes informal presentations that have a recognizable organization.</i></p>		

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		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; vertical-align: top;">R</td> <td style="padding: 5px;"> <i>Uses word analysis (e.g. base/inflections, compound words, cognates) to gain meaning from a text. Uses knowledge of simple sentence structures, including verb phrases and tenses, to gain meaning from a text. Decodes unknown words using word patterns or phonograms. Distinguish forms and purposes of informational and expository materials (such as encyclopedias, newspapers, magazines, letters, content texts.)</i> </td> </tr> <tr> <td style="width: 5%; text-align: center; vertical-align: top;">W</td> <td style="padding: 5px;"> <i>Spells correctly most commonly used homophones (e.g., two/to/too). Comprehend and use acceptable-use guidelines. Gathers and analyzes information, using multiple media.</i> </td> </tr> </table>	R	<i>Uses word analysis (e.g. base/inflections, compound words, cognates) to gain meaning from a text. Uses knowledge of simple sentence structures, including verb phrases and tenses, to gain meaning from a text. Decodes unknown words using word patterns or phonograms. Distinguish forms and purposes of informational and expository materials (such as encyclopedias, newspapers, magazines, letters, content texts.)</i>	W	<i>Spells correctly most commonly used homophones (e.g., two/to/too). Comprehend and use acceptable-use guidelines. Gathers and analyzes information, using multiple media.</i>		
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January	<ul style="list-style-type: none"> • Students will comprehend an academic text (science article). • Students will engage in cooperative learning. 	L	<i>Determine the word meaning or the effect on meaning of selected prefixes and suffixes (such as “re-, un-, dis-, -tion, less, -ly) Understands most interpersonal actions, when clarification is given. Understands oral questions that are based on academic content.</i>	- Prefix / Suffix Worksheet Activity -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) -Self-editing Assignment - “Talk It Over” (Avenues C) #1-3 Cooperative Learning Discussion Assignment. - Classification Practice test (Avenues C) - Cooperative learning checklist -Teacher observation	Math, Science. ELA: <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.</i> Key Vocabulary article, labels, judgment, experience, “try hard”
		S	<i>Participates in limited discussions of personal and classroom topics, using appropriate words and phrases. Compare and contrast information orally.</i>		
		R	<i>Uses knowledge of simple sentence structures, including verb phrases and tenses, to gain meaning from a text. Visually represents data gathered through research (e.g., graph, chart, timeline).</i>		

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		W <i>Employs a variety of sentence lengths to improve writing. Uses correct mechanics when editing.</i> <i>Identify correct sentence structure and usage when editing simple sentences.</i>		
February	<ul style="list-style-type: none"> • Students will learn about the genre of fantasy (animal fantasy) • Students will read & discuss beginning, middle and end of short stories. • Students will write a short 	L <i>Understands frequently used synonyms and antonyms.</i> <i>Demonstrate comprehension during most interpersonal interactions, when clarification is given.</i> <i>Understands oral questions that are based on academic content.</i>	-“Story Map (beg. middle, end) Graphic Organizer Fill-in Worksheets -“Plot, Character, Setting” Graphic Organizer Fill-in Worksheets -Synonym & Antonym	ELA: <i>Students will read, analyze, and create a work of animal fantasy.</i> <u>Key Vocabulary declared, fiercely,</u>

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	<p>animal fantasy story.</p>	<p>S</p>	<p><i>Participate in reaching consensus in groups. Summarizes a story orally. Makes informal presentations that have a recognizable organization. Give formal oral presentations that focus on specified academic content, using appropriate vocabulary and syntax, recognizable organization, clear pronunciation, eye contact, and appropriate volume and intonation.</i></p> <p><i>Participate in creating scoring guides based on designated categories and use them to prepare, assess, and revise oral presentations.</i></p> <p><i>Express uncertainty.</i></p>	<p>practice worksheet and test</p> <ul style="list-style-type: none"> -Goal and Outcome Graphic Organizer for <i>Grandpa Toad's Secrets</i> (Avenues C) -Oral presentation rubric (student-generated) -Writing Assignment Rubric 	<p>bellowed, "a close call"</p>
<p>R</p>	<p><i>Uses knowledge of simple sentence structures, including verb phrases and tenses, to gain meaning from a text.</i></p> <p><i>Analyze the elements of plot character, and setting in stories.</i></p> <p><i>Identifies the elements of a story read in class.</i></p> <p><i>Identifies chronological order found in a text.</i></p> <p><i>Summarize main ideas and supporting details. Visually represents data gathered through research (e.g., graph, chart, timeline).</i></p>				

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		L = Listening R = Reading S = Speaking W = Writing			
		W	<i>Lists details that describe story events. Employs a variety of sentence lengths to improve writing.</i>		
March	<ul style="list-style-type: none"> • Students will use the internet to listen to weather reports and then orally summarize these reports in cooperative groups. • Students will read a science article and analyze diagrams. <ul style="list-style-type: none"> • Students will learn to make predictions and conduct brief interviews. • Students will share information on interview research in both oral and written form, using appropriate technological applications to enhance their presentations. 	L	<i>Identifies details that support a main idea in a literary or informational text that is heard.</i>	<ul style="list-style-type: none"> - After reading, <i>Where Do Puddles Go?</i> (Avenues C), students will complete <i>The Water Cycle</i> diagram - Written “Explain” (AvenuesC) activity, using transition words - “Give a Weather Report” Internet activity (Avenues C) - Teacher observation of cooperative group work - Interview project rubric based on “Make a Graph” (Avenues C) 	Science/ Math/ Geography/ELA: <i>Students will learn about the water cycle and weather. Students will use graphs to represent information garnered from research & interviews. Students will present research information orally and in writing.</i> <u>Key Words</u> evaporation, prehistoric times, “spout from,” process, diagram
		S	<i>Participates in limited discussions of personal and classroom topics, using appropriate words and phrases. Makes informal presentations that have a recognizable organization. Explain the thinking processes used (such as solving math story problems, using the scientific process) in academic content areas.</i>		
		R	<i>Uses word analysis (e.g. , base/inflections, compound words, cognates) to gain meaning from a text. Identifies the elements of a story read in class.</i>		
		W	<i>Identifies basic transition words related to story development. Identify and use words and phrases to make ideas clearer or more logical. Select and use words to increase detail in writing. Gathers and analyzes information, using multiple media.</i>		

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April	<ul style="list-style-type: none"> • Students will comprehend academic text. • Students will work in cooperative learning groups. • Students will share creative ideas in both oral and written form. 	L	<i>Understands most interpersonal interactions, when clarification is given.</i> <i>Identify formal and informal oral language, including slang.</i>	ELA/Geography: <i>Students identify and analyze a story's main components.</i> <i>Students retell and create a new part of the story.</i> <i>Students research the location and geographical characteristics of terrains of various locations on a map.</i> <u>Key Vocabulary</u> wilted, suffered, plot, "mist and the fog"
		S	<i>Expresses personal opinions and preferences related to familiar topics.</i> <i>Constructs original oral statements, using basic and complex sentence structures.</i> <i>Respond to factual and inferential questions that are based on academic content.</i> <i>Summarizes a story orally.</i>	
		R	<i>Uses knowledge of simple sentence structures, including verb phrases and tenses, to gain meaning from a text.</i> <i>Identifies chronological order found in a text.</i>	
		W	<i>Lists details that describe story events.</i> <i>Uses correct mechanics when editing.</i>	
May		L	<i>Understands oral questions that are based on academic content.</i>	-Questions from <i>Moses</i>

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	<ul style="list-style-type: none"> Students will research and compare and contrast different musical instruments. Students will listen to musical selections from different cultures. Students will comprehend academic texts, including a 	S	<i>Expresses personal opinions and preferences related to familiar topics.</i> <i>Participates in limited discussions of personal and classroom topics, using appropriate words and phrases.</i>	<i>Goes to a Concert (Avenues C)</i> <i>-Story Map for Moses Goes to a Concert (Avenues C) & “Mini-Book Report Written</i>	Music/ELA/Science/Social Studies: <i>Students will listen to music cds and attend a musical performance/rehearsal during the school day (if possible).</i>
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	realistic fiction work and a science article. <ul style="list-style-type: none"> Students will work in cooperative learning groups. 	R	<i>Identify, compare, and provide examples of the linguistic features (such as orthography, words and word parts, sounds related to print) of English and other languages in print.</i> <i>Identifies the elements of a story read in class.</i> <i>Identifies chronological order found in a text.</i> <i>Use a scoring guide to evaluate group work on a research project.</i>	Assignment” -“Talk It Over” (Avenues C) cooperative learning activity -“Comparing Language Features” Worksheet Assignment -Rubric for Research Assignment (Comparing	<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. Students learn about the science of sound.</i> <i>Students will engage in</i>

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		W	<i>Lists details that describe story events. Employs a variety of sentence lengths to improve writing.</i>	and Contrasting Two Different Musical Instruments from two Different Cultures) - Scoring Guide Evaluation Activity -Journal Reflection (reaction to a field trip to a musical performance and/or “Write about a Noisy Place.”) -Main Idea Chart for <i>Sounds All Around</i> (Avenues C) -Preposition Practice (Avenues C)	<i>writing assignments and study grammar features.</i> Key Vocabulary vibration, “stocking feet,” “face,” “ onstage”
June	<ul style="list-style-type: none"> Students will listen to 	L	<i>Understands oral questions that are based on academic content.</i>	- “Fourth of July” Evelyn	Social Studies/ELA/
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	<p>patriotic songs from the United States and other cultures.</p> <ul style="list-style-type: none"> Students will understand a nonfiction, social studies article about Independence Day in the United States. Students will create an artistic project to 	S	<i>Makes informal presentations that have a recognizable organization. Participates in limited discussions of personal and classroom topics, using appropriate words and phrases.</i>	Stone (Avenues C) Independent, reading/ decoding activity -“Talk it Over” comprehension questions for article, <i>Independence Day</i> (Avenues C) -Cause & Effect Graphic	Music/ Art: <i>Students will study the history of the United States’ independence movement. Students will explore the music associated with different nations’ independence backgrounds.</i>
		R	<i>Visually represents data gathered through research (e.g., graph, chart, timeline)</i>		

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	<p>demonstrate content understanding.</p> <ul style="list-style-type: none"> • Students will give an oral presentation. 	<p>W</p>	<p><i>After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer. Vary expression by employing new words or phrases into writing. Uses correct mechanics when editing.</i></p>	<p>Organizer for <i>Independence Day</i> (Avenues C)</p> <p>-Write to Tell How You Feel (Avenues C)</p> <p>-“Editing Assignment”</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> beginning, signed, “was dated,” experience</p>
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