



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

Curriculum Development Timeline

School: Township of Ocean Elementary Schools
Course: English as a Second Language (3rd grade)
Department: ESL

Board Approval	Supervisor	Notes
August 2025	Cecilia Vila	Born / Redesigned This course was developed by separating content from an existing 3-5 curriculum document into a single, cohesive curriculum.

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Earth Sciences: Weather and Climate	21	Ch. 3 Communities Build a Nation
2	Earth Sciences: Weather and Climate	22	Ch. 3 Communities Build a Nation
3	Earth Sciences: Weather and Climate	23	Ch. 3 Communities Build a Nation
4	Earth Sciences: Weather and Climate	24	Ch. 3 Communities Build a Nation
5	Ch. 1 Our Environment	25	Physical Science: Forces and Motion
6	Ch. 1 Our Environment	26	Physical Science: Forces and Motion
7	Ch. 1 Our Environment	27	Physical Science: Forces and Motion
8	Ch. 1 Our Environment	28	Physical Science: Forces and Motion
9	Life Sciences: Inheritance and Variation of Traits: Life Cycles and Traits	29	Ch. 4: Government, Landmarks, & Symbols
10	Life Sciences: Inheritance and Variation of Traits: Life Cycles and Traits	30	Ch. 4: Government, Landmarks, & Symbols
Week		Week	Marking Period 4
11	Life Sciences: Inheritance and Variation of Traits: Life Cycles and Traits	31	Ch. 4: Government, Landmarks, & Symbols
12	Life Sciences: Inheritance and Variation of Traits: Life Cycles and	32	Ch. 5: Citizenship & Civic Engagement

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	Traits		
13	Ch. 2: Economics	33	Ch. 5: Citizenship & Civic Engagement
14	Ch. 2: Economics	34	Ch. 5: Citizenship & Civic Engagement
15	Ch. 2: Economics	35	Ch.6: A Growing Nation
16	Ch. 2: Economics	36	Ch.6: A Growing Nation
17	Life Sciences: Interdependent Relationships in Ecosystems	37	Ch.6: A Growing Nation
18	Life Sciences: Interdependent Relationships in Ecosystems	38	Ch.7: Celebrating Our Communities
19	Life Sciences: Interdependent Relationships in Ecosystems	39	Ch.7: Celebrating Our Communities
20	Life Sciences: Interdependent Relationships in Ecosystems	40	Ch.7: Celebrating Our Communities

Core Instructional & Supplemental Materials including various levels of Texts

Savvas myWorld Interactive Worktext and Leveled Readers, The DBQ Project, McGraw Hill Reading Wonders, various trade books related to topics.

Mystery Science Lessons, Generation Genius, Wonders Reading Program, Brain Pop, Pebble Go, PBS Kids, Interactive Games/Demonstrations, and various trade books related to unit topics. See all titles below in Lesson Activities.

Time Frame	4 weeks
Topic	
Earth Sciences: Weather and Climate	
Alignment to Standards	

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COURSE ESL (Grade 3)

WIDA ELD Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.

ELD-SI.K-3.Narrate

- Ask questions about what others have shared
- Recount and restate ideas

ELD-SI.K-3.Inform

- Sort, clarify, and summarize ideas

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Offer ideas and suggestions

ELD-SI.K-3.Argue

- Revise one's own opinions based on new information

WIDA ELD STANDARD 2: Language for Language Arts

ELD-LA.2-3.Narrate.Interpretive

- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

WIDA ELD STANDARD 4: Language for Science

ELD-SC.2-3.Argue.Expressive

- Introduce topic/phenomenon for an issue related to the natural and designed world(s)
- Make a claim supported by relevant evidence

Learning Objectives and Activities

Multilingual Learners will..

Domain 1: Listening.

- Respond to oral prompts by drawing and providing other visual displays of people, animals, or objects.
- Identify main materials or resources from oral descriptions
- Explain Use labeled diagrams or gestures during explanation
- Evaluate Pause to check comprehension with thumbs-up/down
- Scaffold with sentence starters: "I heard that ____ happens after ____."

Domain 2: Speaking.

- Reproducing facts or statements in context
 - Turn-and-talk or pair-share activities
 - Sentence frames: "First, ____ happens. Then, ____." word bank for support

Domain 3: Reading.

- Identifying temporal-related words that signal the order of events (e.g., "In the

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COURSE ESL (Grade 3)

beginning...")

- Highlight or bold key terms in the text
- Provide a fill-in-the-blank chart

Domain 4: Writing.

- Labeling images that illustrate the steps for different processes (e.g., writing workshop)
- Creating visual representations of ideas or stories
- Listing ideas using graphic organizers
- Describing visual information
 - Word bank and labeled diagram for reference

Key Vocabulary

Clouds
Weather
Water cycle
Thunder
Lightning
Tornadoes
Blizzards
Hurricanes
Ice storms
Earthquakes
Sun

Academic vocabulary

Sequence
Detail
Evidence
Identify
Explain
Diagram
Resource
Describe
Signal
Text

Assessments

Formative:

- Types of Cloud Booklet
- Cotton Ball Clouds Activity
- EdPuzzles for each kind of weather: thunder and lightning, tornadoes,

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COURSE ESL (Grade 3)

- blizzards, hurricanes
- Boom Cards: Water Cycle

Summative:

- Water Cycle Assessment
 - Each student will create a poster for display showing the water cycle in their favorite outdoor place.
- Label Water Cycle Assessment
 - Modified version with word bank and pictures of the water cycle

Benchmark:

- Engineering Design Process Rubric Assessment 1

Alternative:

- Weather Scope-make weather instruments, gather data-learning log, etc.
- Cloud Investigation-hands-on activity, chart for data collection, assessment

[WIDA Rubrics for writing and speaking](#)

Interdisciplinary Connections

NJSLS: ELA

- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause-effect.
- W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

NJSLS: Math

- 3.DL.A.1 Develop data-based questions and decide what data will answer the question. (e.g., "What size shoe does a 3rd grader wear?", "How many books does a 3rd grader read?")
- 3.DL.A.2 Collect student-centered data (e.g. collect data on students' favorite ice cream flavor) or use existing data to answer data-based questions.

NJSLS: Computer Science and Design Thinking

- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

and work and describe the factors that influenced the changes.

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
- 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action.

Career Education

Career Education

- CRP 6. SW demonstrate creativity and innovation while working on Weather Scope-make weather instruments, gather data-learning log, etc. AND Cloud Investigation.
- CRP 8. SW utilize critical thinking to make sense of Mystery Science problems and persevere in solving them.

Time Frame	4 weeks
Topic	
Our Environment	

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

Alignment to Standards

WIDA ELD Standard 1: Language for Social and Instructional Purposes:

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback

ELD-LA.2-3.Narrate.Interpretive

- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

WIDA ELD STANDARD 2: Language for Language Arts

ELD-LA.2-3.Inform.Interpretive

- Identifying the main idea and key details

ELD-LA.2-3.Inform.Expressive

- Introduce and define topic and/or entity for audience
- Add details to define, describe, compare, and classify topic and/or entity

WIDA ELD STANDARD 3: Language for Mathematics

ELD-MA.2-3.Explain.Interpretive

- Identifying concept or entity
- Analyzing plan for problem-solving steps

WIDA ELD STANDARD 4 Language for Science

ELD-SC.2-3.Explain.Interpretive

- Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon
- Identifying information from observations as well as evidence that supports particular points in explanations

ELD-SC.2-3.Explain.Expressive

- Describe observations and/or data about a phenomenon

3WIDA ELD STANDARD 5 Language for Social Studies

ELD-SS.2-3.Explain.Expressive

- Introduce phenomena or events
- Generalize possible reasons for a development or event

Learning Objectives and Activities

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

Multilingual Learners will...

Domain 1: Listening

- Follow oral directions to locate landforms and regions on maps or globes.
- Listen for key details about natural disasters, weather, and environmental concerns during a read-aloud or video.

Domain 2: Speaking

- Describe physical features (e.g., mountains, rivers, deserts) using visuals and maps.
- Discuss how people adapt to different climates and environments.

Domain 3: Reading.

- Read and interpret maps, legends, and GIS graphics to learn about regions and resources.
- Identify weather and climate patterns across different places through text and charts.
- Analyze a passage about how humans use natural resources.

Domain 4: Writing.

- Write descriptions of how the environment affects where people live.
- Summarize the characteristics of different regions and natural hazards.
- Compose an opinion paragraph explaining how human use of natural resources impacts the environment.

Key Vocabulary

Landform
Region
Climate
Natural resource
Environment
Adapt
Disaster
Geography
Conservation

Academic Vocabulary

Analyze
Compare
Describe
Explain
Identify
Locate
Summarize
Interpret

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

Support
Evaluate

Assessments

Formative:

- Lesson 1 Check #5, page 9
- Lesson 2 Check #5 & #6, page 17
- Lesson 4 Check #6, page 35
- Online quizzes (Lessons 1-4)

Summative:

- Chapter 1 Test
- Writing Workshop: Write Informative Text #9, page 41 (Use Informative/Explanatory Writing Rubric from Activity Guide page ix)

Benchmark:

- Social Studies Skill Pre-Test

Alternative:

- Quest Finding: Write and Present Your Sightseeing Guide
- DBQ Essay

[WIDA Rubrics for writing and speaking](#)

Interdisciplinary Connections

NJSLS: ELA

- RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause-effect.
- RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
- W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic..
- W.RW.3.7. Engage in independent and task-based writing for both short and

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COURSE ESL (Grade 3)

extended periods of time, producing written work routinely.

NJSLS: Science

●3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols

Career Education

CRP5. Consider the environmental, social and economic impacts of decisions.

Time Frame	4 weeks
Topic	
Inheritance and Variation of Traits: Life Cycles and Traits	
Alignment to Standards	
WIDA ELD Standard 1: Language for Social and Instructional Purposes ELD-SI.K-3.Narrate - Connect stories with images and representations to add meaning - Ask questions about what others have shared - Recount and restate ideas ELD-SI.K-3.Inform - Define and classify objects or concepts - Describe characteristics, patterns, or behavior ELD-SI.K-3.Explain - Follow and describe cycles in diagrams, steps in procedures, or causes and effects ELD-SI.K-3.Argue	

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

- Ask questions about others' opinions
- Support own opinions with reasons

WIDA ELD STANDARD 2: Language for Language Arts

ELD-LA.2-3.Inform.Expressive

- Introduce and define the topic and/or entity for the audience

WIDA ELD STANDARD 3: Language for Mathematics

ELD-MA.2-3.Explain.Interpretive

- Analyzing plan for problem-solving steps

WIDA ELD STANDARD 4: Language for Science

ELD-SC.2-3.Explain.Interpretive

- Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs
- Identifying information from observations as well as evidence that supports particular points in explanations

ELD-SC.2-3.Explain.Expressive

- Describe observations and/or data about a phenomenon

Learning Objectives and Activities

Domain 1: Listening.

- Pointing to visual characteristics of models or real-life objects from oral clues
- Matching oral descriptions to photos, pictures, or icons
- Following simple sequences presented orally to create patterns or sequences

Domain 2: Speaking.

- Students will explain the plant's life cycle or parts of the flower used in reproduction using sentence frames.
- Describing the outcomes of experiments or stories with guidance and visual support
- Naming or answering Wh- questions related to classroom routines (e.g., "What do we do now?")

Domain 3: Reading.

- Students will read and match terms like *pollen*, *stigma*, and *stamen* to their definitions or functions.
- Identifying words and phrases in titles and highlighted texts
- Matching pictures with graphic information from illustrated texts

Domain 4: Writing.

- Students will write about how a plant grows and reproduces using sequencing words and vocabulary.

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COURSE ESL (Grade 3)

- Listing and illustrating ideas
- Stating facts associated with images or illustrations

Key Vocabulary

Offspring
Reproduction
Seed
Flower
Nectar
Pollen
Stamen
Stigma
Pollination
Model

Academic Vocabulary

Describe
Explain
Identify
Match
Name
Label
Sequence
List
State
Compare

Assessments

Formative:

- Class discussion and input of understanding
- Pollination Investigation
- Inherited Traits Investigation
- Animal Adaptation Group Work/poster
- Animal Habitat Match Quiz

Summative:

- Mystery Science Assessments: o Power of Flowers: Mystery 1: Reproduction Test
- Power of Flowers: Mystery 3: Inheritance, Traits, & Selection Test

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COURSE ESL (Grade 3)

Benchmark:

-

Alternative:

-

[WIDA Rubrics for writing and speaking](#)

Interdisciplinary Connections

NJSLS: ELA

- **3-LS3-2** Use evidence to support the explanation that traits can be influenced by the environment.
- **RI.CT.3.8.** Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.
- **W.IW.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information.

NJSLS: Math

- **3.DL.A.1** Develop data-based questions and decide what data will answer the question. (e.g., “What size shoe does a 3rd grader wear?”, “How many books does a 3rd grader read?”)
- **3.DL.B.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

NJSLS: Computer Science and Design Thinking

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.
- **8.1.5.DA.5:** Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- **9.4.5.IML.3:** Represent the same data in multiple visual formats in order to tell a story about the data.
- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources,

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COURSE ESL (Grade 3)

contexts, disciplines, and cultures to answer questions

Career Education

CRP 8. SW utilize critical thinking to make sense of Mystery Science problems and persevere in solving them.

CRP 11. SW use technology to enhance productivity when accessing the following online resources:

[How Does A Seed Become A Plant?](#)

[Grow Your Own Plants!](#) (Part 1)

[What Happened to Our Plants?](#) (Part 2)

[How a Caterpillar Becomes a Butterfly](#)

[Salmon Parents Are Amazing!-Salmon Life Cycle](#)

[What is a trait?](#)

Time Frame

4 weeks

Topic

Economics

Alignment to Standards

WIDA ELD Standard 1: Language for Social and Instructional Purposes:

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback

ELD-LA.2-3.Narrate.Interpretive

- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

WIDA ELD STANDARD 2: Language for Language Arts

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COURSE ESL (Grade 3)

ELD-LA.2-3.Inform.Interpretive

- Identifying the main idea and key details

ELD-LA.2-3.Inform.Expressive

- Introduce and define topic and/or entity for audience
- Add details to define, describe, compare, and classify topic and/or entity

WIDA ELD STANDARD 3: Language for Mathematics

ELD-MA.2-3.Explain.Interpretive

- Identifying concept or entity
- Analyzing plan for problem-solving steps

WIDA ELD STANDARD 4 Language for Science

ELD-SC.2-3.Explain.Interpretive

- Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon
- Identifying information from observations as well as evidence that supports particular points in explanations

ELD-SC.2-3.Explain.Expressive

- Describe observations and/or data about a phenomenon

3WIDA ELD STANDARD 5 Language for Social Studies

ELD-SS.2-3.Explain.Expressive

- Introduce phenomena or events
- Generalize possible reasons for a development or event

Learning Objectives and Activities

Multilingual Learners will...

Domain 1: Listening

- **Recognize** examples of economic choices and trade-offs from audio or video.
- **Follow** multi-step oral instructions to sort types of resources

Domain 2: Speaking

- Explain the difference between goods and services in pairs or groups.
- Compare wants and needs using sentence frames.

Domain 3: Reading.

- Identify and sort natural, human, and capital resources from a text.
- Determine the central idea of a passage about imports and exports.
- Recognize cause-and-effect relationships in economic systems.
- Locate key vocabulary and details in charts and infographics.

Domain 4: Writing.

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COURSE ESL (Grade 3)

- List examples of goods, services, and types of resources.
- Compare and contrast needs and wants using a Venn diagram.

Key Vocabulary

- Goods
- Services
- Producer
- Consumer
- Resources
- Trade
- Import
- Export
- Opportunity Cost
- Human Capital

Academic Vocabulary

- Analyze
- Describe
- Explain
- Identify
- Understand
- Differentiate
- Evaluate
- Determine
- Compare
- Summarize

Assessments

Formative:

- Active Classroom, page 60 (use Student Activity Mat 3A, Graphic Organizer)
- Reading Check #1, page 65
- Lesson 3 Check, page 69
- Lesson 4 Check #6 & # 7, page 77
- Online quizzes (Lessons 1-4)

Summative:

- Chapter 2 Test
- Critical Thinking and Writing:

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- #6 Cost-Benefit Analysis, p. 81
- #8 Writing Workshop: Write a Narrative Text, page 8 (Use Narrative Writing Rubric from Activity Guide page x)

Benchmark:

-

Alternative:

- Quest Finding: Write and Present Resources All Around Us.

[WIDA Rubrics for writing and speaking](#)

Interdisciplinary Connections

NJSLS: ELA

- RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause-effect.
 - RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
 - W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
 - W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
 - W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
- NJSLS: Science
- 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

Career Readiness, Life Literacies, and Key Skills

- 9.1.5.EG.2 Describe how tax monies are spent.
- 9.1.5.EG.3 Explain the impact of the economic system on one's personal financial goals.
- 9.1.5.EG.4 Describe how an individual's financial decisions affect society and contribute to the overall economy.
- 9.1.5.FP.2 Identify the elements of being a good steward of money.
- 9.1.5.FP.3 Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.PB.2 Describe choices consumers have with money (e.g., save, spend,

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

donate).

Technology Integration

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols

Career Education

CRP5. Consider the environmental, social and economic impacts of decisions.

Time Frame	4 weeks
Topic	
Interdependent Relationships in Ecosystems	
Alignment to Standards	
WIDA ELD Standard 1: Language for Social and Instructional Purposes: ELD-SI.K-3.Narrate • Share ideas about one's own and others' lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas ELD-SI.K-3.Inform • Define and classify objects or concepts • Summarize information from interaction with others and from learning experiences ELD-SI.K-3.Explain • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects ELD-SI.K-3.Argue • Ask questions about others' opinions • Support own opinions with reasons WIDA ELD STANDARD 2 Language for Language Arts ELD-LA.2-3.Inform.Interpretive • Describing relationship between a series of events, ideas or concepts, or procedural steps ELD-LA.2-3.Inform.Expressive • Add details to define, describe, compare, and classify topic and/or entity	

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

WIDA ELD STANDARD 3 Language for Mathematics

ELD-MA.2-3.Explain.Interpretive

- Identifying concept or entity
- Analyzing plan for problem-solving steps

WIDA ELD STANDARD 4 Language for Science

ELD-SC.2-3.Explain.Interpretive

- Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon
- Identifying information from observations as well as evidence that supports particular points in explanations

ELD-SC.2-3.Argue.Interpretive

- Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions

WIDA ELD STANDARD 5 Language for Social Studies

ELD-SS.2-3.Explain.Expressive

- Generalize possible reasons for a development or event

Learning Objectives and Activities

Domain 1: Listening.

- Listen to a short passage about how fossils form.
- Identify key vocabulary (e.g., "fossil," "sedimentary rock") from a read-aloud about dinosaurs and excavation.

Domain 2: Speaking.

- Use a picture of a fossil dig site and describe what a paleontologist does using vocabulary words like "excavator" and "fossil."

Domain 3: Reading.

- Read a simple passage about dinosaurs.
- Match vocabulary words (e.g., "extinct," "prehistoric") to their definitions or picture clues.

Domain 4: Writing.

- Write to describe the steps in fossil formation or explain how paleontologists use tools like excavators.

Key Vocabulary

- Fossil

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

- Sedimentary rock
- Paleontologist
- Excavator
- Dinosaurs
- Lizards
- Reptiles
- skeleton
- Backbone
- Reconstruct

Academic Vocabulary

- Describe
- Explain
- Identify
- Match
- Label
- Sequence
- Write
- Observe
- Compare
- Construct

Assessments

Formative:

- **Mystery Science Assessments:**
- o Animals Through Time: Mystery 1: Habitats & Environment Change Quiz
- o Animals Through Time: Mystery 2: Structures & Adaptation; Fossil Evidence
- Quiz
- o Animals Through Time: Mystery 3: Fossil Evidence, Behavior Quiz
- o Animals Through Time: Mystery 4: Heredity, Variation, & Selection Quiz

o Animals Through Time: Mystery 5: Heredity & Selection Quiz

Summative:

- **Prepared Lesson Idea" Assessment**
- o Animals Adapt to Their Habitats (conclusion to lesson)- Draw the animal that

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COURSE ESL (Grade 3)

you imagine was in the box you received from the explorer. Describe the physical characteristics of the animal and how it is specially adapted to be successful in its habitat. Describe the habitat from which you think it comes.

- o How a Fossil Forms- Google Slide Assessment (Teacher make a “copy” and save to your Drive before posting/assigning to individual classes)

Benchmark:

- Engineering Design Process Rubric Assessment 2

Alternative:

- [Fun with Fossils](#) - excellent lesson w/video clips, student project, assessment

[WIDA Rubrics for writing and speaking](#)

Interdisciplinary Connections

NJSLS: ELA

- 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.
- RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.
- W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

NJSLS: Math

- 3.DL.A.1 Develop data-based questions and decide what data will answer the question. (e.g., “What size shoe does a 3rd grader wear?”, “How many books does a 3rd grader read?”)
- 3.DL.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

NJSLS: Computer Science and Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Time Frame

4 weeks

Topic

Communities Build a Nation

Alignment to Standards

WIDA ELD Standard 1: Language for Social and Instructional Purposes:

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback

ELD-LA.2-3.Narrate.Interpretive

- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

WIDA ELD STANDARD 2: Language for Language Arts

ELD-LA.2-3.Inform.Interpretive

- Identifying the main idea and key details

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

ELD-LA.2-3.Inform.Expressive

- Introduce and define topic and/or entity for audience
- Add details to define, describe, compare, and classify topic and/or entity

WIDA ELD STANDARD 3: Language for Mathematics

ELD-MA.2-3.Explain.Interpretive

- Identifying concept or entity
- Analyzing plan for problem-solving steps

WIDA ELD STANDARD 4 Language for Science

ELD-SC.2-3.Explain.Interpretive

- Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon
- Identifying information from observations as well as evidence that supports particular points in explanations

ELD-SC.2-3.Explain.Expressive

- Describe observations and/or data about a phenomenon

3WIDA ELD STANDARD 5 Language for Social Studies

ELD-SS.2-3.Explain.Expressive

- Introduce phenomena or events
- Generalize possible reasons for a development or event

ELD-SS.2-3.Argue.Expressive

- Introduce topic
- Select relevant information to support claims with evidence from one or more sources
- Show relationships between claim, evidence, and reasoning

Learning Objectives and Activities

Multilingual Learners will...

Domain 1: Listening

- **Identify** key details from oral texts about Native American cultures and European exploration.
- **Listen** for reasons and effects related to exploration, settlement, and colonization.

Domain 2: Speaking

- **Compare and contrast** Native American cultures, past and present, in collaborative discussions.
- **Retell** historical events in the correct sequence using timelines.
- **Summarize** key ideas from texts or group work orally.

Domain 3: Reading.

- **Determine** main ideas and supporting details in texts about the American Revolution

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

and founding documents.

Domain 4: Writing.

- Write summaries of Native American interactions and European explorations using sequence and cause-effect language.

Key Vocabulary

Exploration
Timeline
Colony
Conflict
Culture
Explorer
Document
Settlement
independence

Academic Vocabulary

Identify
Explain
Compare
Contrast
Summarize
Retell
Describe
Determine
Support
Sequence

Assessments

Formative:

- Lesson 2 Check, page 101
- Reading Check #2, page 109
- Reading Check #1, page 114
- Lesson 5 Check #5, page 123
- Lesson 6 Check #4 & #6, page 129
- Online quizzes (Lessons 1-6)

Summative:

- Chapter 3 Test

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

Benchmark:

-

Alternative:

- Quest Finding: Write and Present the Persuasive Text: “The Past and You” or “Let Freedom Ring”.

[WIDA Rubrics for writing and speaking](#)

Interdisciplinary Connections

NJSLS: ELA

- RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause-effect.
- RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
- W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

NJSLS: Science

- 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

Career Education

CRP5. Consider the environmental, social and economic impacts of decisions.

Time Frame	4 weeks
Topic	
Physical Science: Forces and Motions	
Alignment to Standards	
WIDA ELD Standard 1: Language for Social and Instructional Purposes: ELD-SI.K-3.Explain • Share initial thinking with others • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works ELD-SI.K-3.Argue • Ask questions about others' opinions • Support own opinions with reasons WIDA ELD STANDARD 2 Language for Language Arts ELD-LA.2-3.Narrate.Interpretive • Identifying a central message from key details • Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language ELD-LA.2-3.Inform.Interpretive • Identifying the main idea and key details ELD-LA.2-3.Inform.Expressive • Introduce and define topic and/or entity for audience • Add details to define, describe, compare, and classify topic and/or entity WIDA ELD STANDARD 3 Language for Mathematics ELD-MA.2-3.Explain.Interpretive • Identifying concept or entity • Analyzing plan for problem-solving steps WIDA ELD STANDARD 4 Language for Science ELD-SC.2-3.Explain.Interpretive • Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs	

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

- Identifying information from observations as well as evidence that supports particular points in explanations

ELD-SC.2-3.Explain.Expressive

- Develop a logical sequence between data or evidence and claim

ELD-SC.2-3.Argue.Interpretive

- Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions

Learning Objectives and Activities

Domain 1: Listening.

- Drawing or providing other visual displays of people, animals, or objects in response to oral prompts
- Identifying main materials or resources from oral descriptions

Domain 2: Speaking.

- Reproducing facts or statements in context
- Participating in multi-media presentations based on research
- Retelling simple stories from picture cues
- Stating information from personal or school-related experiences

Domain 3: Reading.

- Identifying key words and phrases in illustrated text
- Signaling language associated with content-related information (e.g., during preview, view, & review)

Domain 4: Writing.

- Labeling images that illustrate the steps for different processes (e.g., writing workshop)
- Creating visual representations of ideas or stories

Key Vocabulary

Forces
Push or pull
Motion
Gravity
Bridges
Friction
Inertia
Heat
Energy

Academic Vocabulary

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

Identify
Label
Retell
Describe
State
Draw
Reproduce
Create
Signal

Assessments

Formative:

- Forces and Motion Google Forms Quiz

Summative:

- Mystery Science Assessments:
- Invisible Forces: Mystery 1: Forces Test
- Invisible Forces: Mystery 2: Balance of Forces, Engineering Test
- Invisible Forces: Mystery 3: Balance of Forces, Friction Test
- Invisible Forces: Mystery 4: Magnets, Forces Test

Benchmark:

- Engineering Design Process Rubric Assessment 3

Alternative:

- <http://www.eschooltoday.com/> Website for simple research and information gathering -for student led/independent study to help build background
- [Measuring Friction](#) (can be used as performance assessment)

[WIDA Rubrics for writing and speaking](#)

Interdisciplinary Connections

NJSLS: ELA

- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

NJSLS: Math

- 3.DL.A.1 Develop data-based questions and decide what data will answer the question. (e.g., "What size shoe does a 3rd grader wear?", "How many books does a 3rd grader read?")
- 3.DL.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

NJSLS: Computer Science and Design Thinking

- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.

Career Readiness, Life Literacies, and Key Skills

- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Technology Integration

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Career Education

CRP 8. SW utilize critical thinking to make sense of problems and persevere in solving them by completing the Mystery Science challenge.

CRP 11. SW use technology to enhance productivity by accessing the following online resources:

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

- [Kinds of Forces](#)
- [What is Motion?](#)
- [Electricity](#)
- [Magnetism](#)
- [Friction](#)
- [Gravity](#)

Time Frame	4 weeks
Topic	
Government, Landmarks, and Symbols	
Alignment to Standards	
WIDA ELD Standard 1: Language for Social and Instructional Purposes: ELD-SI.K-3.Explain • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions ELD-SI.K-3.Argue • Ask questions about others' opinions • Support own opinions with reasons • Clarify and elaborate ideas based on feedback ELD-LA.2-3.Narrate.Interpretive • Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language WIDA ELD STANDARD 2: Language for Language Arts ELD-LA.2-3.Inform.Interpretive • Identifying the main idea and key details ELD-LA.2-3.Inform.Expressive • Introduce and define topic and/or entity for audience • Add details to define, describe, compare, and classify topic and/or entity WIDA ELD STANDARD 3: Language for Mathematics ELD-MA.2-3.Explain.Interpretive • Identifying concept or entity • Analyzing plan for problem-solving steps WIDA ELD STANDARD 4 Language for Science	

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

ELD-SC.2-3.Explain.Interpretive

- Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon
- Identifying information from observations as well as evidence that supports particular points in explanations

ELD-SC.2-3.Explain.Expressive

- Describe observations and/or data about a phenomenon

3WIDA ELD STANDARD 5 Language for Social Studies

ELD-SS.2-3.Explain.Expressive

- Introduce phenomena or events
- Generalize possible reasons for a development or event

ELD-SS.2-3.Argue.Expressive

- Introduce topic
- Select relevant information to support claims with evidence from one or more sources
- Show relationships between claim, evidence, and reasoning

Learning Objectives and Activities

Multilingual Learners will...

Domain 1: Listening

- **Follow** oral explanations of how the branches of government work together.
- **Listen** for signal words that show similarities and differences in compare/contrast activities.
- **Respond** to questions after hearing explanations about national symbols, holidays, and landmarks.

Domain 2: Speaking

- **Explain** why government is important in small-group or class discussions.
- **Describe** the three branches of government and the responsibilities of each.
- **Discuss** the roles of leaders at different levels of government using sentence frames.

Domain 3: Reading.

- **Identify** similarities and differences using signal words in text (e.g., however, similarly).
- **Determine** the meaning of key vocabulary and symbols from informational texts and primary sources.

Domain 4: Writing.

- Create compare-and-contrast charts or paragraphs using diagrams and transition words.

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

- Describe the responsibilities of government leaders in writing.
- Summarize the significance of civic symbols, landmarks, and holidays in paragraph form.

Key Vocabulary

- Government
- Constitution
- Executive Branch
- Legislative Branch
- Judicial Branch
- Democracy
- Citizens
- Rights
- Symbol
- Landmark

Academic Vocabulary

- Analyze
- Compare
- Contrast
- Evaluate
- Explain
- Identify
- Summarize
- Interpret
- describe

Assessments

Formative:

- Lesson 1 Check #6 & #7, page 149
- Reading Check, page 145
- Reading Check, page 153
- Reading Check, page 155
- Lesson 2 Check #5, page 155
- Reading Check, page 161
- Reading Check, page 163
- Reading Check, page 164
- Lesson 3 Check #5 & #6, page 165
- Your Turn, page 167
- Lesson 4 Check #5, page 173

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

- Online quizzes (Lessons 1-4)

Summative:

- Chapter 4 Test
- Writing Workshop: Write Informative Text #9, page 179 (Use Informative/Explanatory Writing Rubric from Activity Guide page ix)

Benchmark:

-

Alternative:

- Quest Finding: Write about and present a local government job or write and present a Class Constitution.

[WIDA Rubrics for writing and speaking](#)

Interdisciplinary Connections

NJSLS: ELA

- RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause-effect.
- RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
- W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

NJSLS: Science

- 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.

Career Readiness, Life Literacies, and Key Skills

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

Technology Integration

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols

Career Education

CRP5. Consider the environmental, social and economic impacts of decisions.

Time Frame	5 weeks
Topic	
Citizenship and Civic Engagement	
Alignment to Standards	
WIDA ELD Standard 1: Language for Social and Instructional Purposes: ELD-SI.K-3.Explain •Share initial thinking with others •Follow and describe cycles in diagrams, steps in procedures, or causes and effects •Compare and contrast objects or concepts •Offer ideas and suggestions ELD-SI.K-3.Argue •Ask questions about others' opinions •Support own opinions with reasons •Clarify and elaborate ideas based on feedback ELD-LA.2-3.Narrate.Interpretive •Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language WIDA ELD STANDARD 2: Language for Language Arts ELD-LA.2-3.Inform.Interpretive •Identifying the main idea and key details ELD-LA.2-3.Inform.Expressive •Introduce and define topic and/or entity for audience •Add details to define, describe, compare, and classify topic and/or entity 3WIDA ELD STANDARD 5 Language for Social Studies ELD-SS.2-3.Explain.Expressive	

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

- Introduce phenomena or events
 - Generalize possible reasons for a development or event
- ELD-SS.2-3.Argue.Expressive**
- Introduce topic
 - Select relevant information to support claims with evidence from one or more sources
 - Show relationships between claim, evidence, and reasoning

Learning Objectives and Activities

Multilingual Learners will...

Domain 1: Listening

- **Listen** to identify rights and responsibilities of citizenship from videos, read-alouds, or discussions.
- **Identify** consequences of breaking rules and laws based on oral scenarios.
- **Follow** spoken directions to complete Venn diagrams comparing rules and laws.

Domain 2: Speaking

- Explain how heroes or historical figures contributed to rights and freedoms.
- Describe actions that demonstrate civic engagement (e.g., voting, volunteering).
- Discuss behaviors that show bullying and the consequences of those behaviors.
- Compare and contrast rules and laws using academic vocabulary in small group discussions.

Domain 3: Reading.

- **Interpret** charts and timelines showing historical contributions to citizenship.
- **Identify** facts and opinions in informational texts about citizenship and bullying.

Domain 4: Writing.

- Write opinions about civic responsibilities using facts for support.
- Describe historical heroes and their contributions in writing.
- Create a chart comparing rules and laws.

Key Vocabulary

- Citizenship
- Responsibility
- Right
- Law
- Rule
- Civic Engagement
- Consequence

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

- Hero
- Bullying
- Historical Figure

Academic Vocabulary

- Identify
- Describe
- Compare
- Contrast
- Analyze
- Explain
- Evaluate
- Express
- Summarize
- Support

Assessments

Formative:

- Reading Check, page 187
- Lesson 1 Check #4, page 191
- Lesson 2 Check #4, page 199
- Lesson 3 Check #3, 4 & 5, page 207
- Reading Check, page 213
- Lesson 4 Check #7, page 217
- Online quizzes (Lessons 1-4)

Summative:

- Chapter 5 Test

Benchmark:

-

Alternative:

- DBQ: What was Harriet Tubman's Greatest Achievement?

[WIDA Rubrics for writing and speaking](#)

Interdisciplinary Connections

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

NJSLS: ELA

- RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause-effect.
- RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
- W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols

Career Education

CRP5. Consider the environmental, social and economic impacts of decisions.

Time Frame

4 weeks

Topic

A Growing Nation

Alignment to Standards

WIDA ELD Standard 1: Language for Social and Instructional Purposes:

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

- Compare and contrast objects or concepts
- Offer ideas and suggestions

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback

ELD-LA.2-3.Narrate.Interpretive

- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

WIDA ELD STANDARD 2: Language for Language Arts

ELD-LA.2-3.Inform.Interpretive

- Identifying the main idea and key details

ELD-LA.2-3.Inform.Expressive

- Introduce and define topic and/or entity for audience
- Add details to define, describe, compare, and classify topic and/or entity

WIDA ELD STANDARD 3: Language for Mathematics

ELD-MA.2-3.Explain.Interpretive

- Identifying concept or entity
- Analyzing plan for problem-solving steps

WIDA ELD STANDARD 4 Language for Science

ELD-SC.2-3.Explain.Interpretive

- Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon
- Identifying information from observations as well as evidence that supports particular points in explanations

ELD-SC.2-3.Explain.Expressive

- Describe observations and/or data about a phenomenon

3WIDA ELD STANDARD 5 Language for Social Studies

ELD-SS.2-3.Explain.Expressive

- Introduce phenomena or events
- Generalize possible reasons for a development or event

ELD-SS.2-3.Argue.Expressive

- Introduce topic
- Select relevant information to support claims with evidence from one or more sources
- Show relationships between claim, evidence, and reasoning

Learning Objectives and Activities

Multilingual Learners will...

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

Domain 1: Listening

- **Follow** oral descriptions of how canals, wagons, and railroads changed how people moved.
- **Listen** for cause-and-effect language related to immigration and transportation development.

Domain 2: Speaking

- Explain how different forms of transportation helped the U.S. grow.
- Describe the challenges settlers faced using wagons and riverboats.
- Discuss why people choose to immigrate to new lands.
- Compare and contrast past and present transportation methods.

Domain 3: Reading.

- **Identify** important contributions of historical figures like Sacagawea.
- **Interpret** maps and diagrams showing routes of travel and immigration patterns.
- **Determine** causes and effects of innovations like canals, railroads, and airplanes.

Domain 4: Writing.

- Describe the journey of settlers or immigrants in journal-style writing.
- Summarize the contributions of Lewis and Clark in a short paragraph.

Key Vocabulary

- Transportation
- Canal
- Railroad
- Airplane
- Wagon Train
- Riverboat
- Exploration
- Immigration
- Lewis and Clark
- Sacagawea

Academic Vocabulary

- Analyze
- Describe
- Explain
- Identify
- Compare
- Contrast
- Summarize
- Interpret
- Recognize

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COURSE ESL (Grade 3)

- Contribute

Assessments

Formative:

- Reading Check, page 235
- Lesson 1 Check #5, page 235
- Reading Check, page 240
- Lesson 2 Check #4, page 243
- Reading Check, page 247
- Lesson 3 Check #6, page 249
- Lesson 4 Check #4, page 257
- Online quizzes (Lessons 1-4)

Summative:

- Ch. 6 Test
- Writing Workshop: Critical Thinking and Writing #9, page 263

Benchmark:

-

Alternative:

- Quest Finding: Create a 3-D model about Our Nation's Immigrants or write and present a News Report.

[WIDA Rubrics for writing and speaking](#)

Interdisciplinary Connections

NJSLS: ELA

- RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause-effect.
- RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
- W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 3)

- W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

NJSLS: Science

- 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems

Career Education

CRP5. Consider the environmental, social and economic impacts of decisions.

Modifications (Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated

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COURSE ESL (Grade 3)

- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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