

Moonachie School District

ESL Curriculum:

Grades 4 & 5

WIDA English Language Development (ELD) Standards

Born On: August 25, 2020
Re-Adoption: August 26, 2025

WIDA English Language Proficiency Standards

English Language Development Standard 1: English language learners communicate for **Social and Instructional** purposes within the school setting

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

Assessments

Vocabulary review responses
Sorting labels and pictures
Create a class poster
Create a Wordle
Role playing
Labels on drawings
Identifying activity in picture book illustrations
Digital book
Discussion responses
Oral responses using sentence frame
Drawings with differentiated writing responses
Create an illustrated class book
Role-plays
ACCESS for ELLs 2.0
Teachers College Running Records
Pre/Post-On-Demand Assessment

Content Area: ESL

Grades: 4 & 5

Unit 1: All About Me, Family, Friends, School, Home, Community, & American Holidays

Length of Time: 10 weeks

Unit Theme:

Essential Questions: Who am I, and what experiences have shaped the person I am today? How do my family, friends, and culture influence my identity? How do my daily routines at home and school show what is important in my life? What communities do I belong to, and how do they help me grow? How do traditions and celebrations help tell the story of who I am? How can sharing about myself help me connect with others?

Objectives:

Listening:

- Students will identify unfamiliar holidays.
- Students will name the rooms in a home

Speaking:

- Students will name the places in a community.
- Students recall and apply WH-question words
- Students will ask questions about holidays.
- Students will introduce themselves

Reading:

- Students will read about the background of unfamiliar holidays.
- Students will define and use vocabulary related to self, family, friends, home, school, community, and holidays

Writing:

- Students will identify jobs in the community.
- Students will name different types of transportation.
- Students will write about their new experiences or feelings about holidays.

Standards:

ELD-SI.4-12.Narrate • Share ideas about one's own and others' lived experiences and previous learning • Connect stories with images and representations to add meaning • Identify and raise questions about what might be unexplained, missing, or left unsaid • Recount and restate ideas to sustain and move dialogue forward • Create

closure, recap, and offer next steps

ELD-LA.4-5.Narrate.Expressive Construct language arts narratives that • Orient audience to context • Develop and describe characters and their relationships • Develop story with complication and resolution, time and event sequences • Engage and adjust for audience

ELD-SS.4-5.Explain.Interpretive Interpret social studies explanations by • Determining different opinions in sources for answering compelling and supporting questions about phenomena or events • Analyzing sources for a series of contributing factors or causes • Evaluating disciplinary concepts and ideas that are open to different interpretations

ELD-SS.4-5.Explain.Expressive Construct social studies explanations that • Introduce phenomena or events • Describe components, order, causes and effects, or cycles using relevant examples and details • Generalize probable causes and effects of developments or events

LANGUAGE STRUCTURES

	ENTERING & EMERGING	DEVELOPING & EXPANDING
Word/Phrase Level	Name, age, birthday, favorite (food, color, sport, subject), hobby / hobbies, like / dislike, hometown, culture, tradition, dream / goal, relative, family tree, celebrate, together, holiday, celebrate, tradition, parade, fireworks, decorations, costume, feast	Identity, Background, Personality, Interests, Strengths, Goals, milestones, Birthplace, Heritage, Culture, Tradition, Custom, Hobbies, preferences,
Sentence Level	A goal I have is _____. A tradition I like is _____.	One symbol of this holiday is _____ because _____.

	<p>I like to spend time with _____.</p> <p>My family celebrates _____ together.</p> <p>I like the _____ on this holiday.</p> <p>My favorite part of the holiday is _____.</p>	<p>A seasonal event I look forward to is _____.</p> <p>My _____'s role in my family is to _____.</p> <p>My family gives me support when _____.</p>
<p>Discourse Level</p>	<p>Draw and label images and symbols related to holidays. Draw and label a map of a dream community. Classify objects and colors within a classroom.</p>	<p>Follow oral directions for analyzing a calendar. Retell events of simple texts related to holidays. Describe community jobs orally. Describe orally different actions using written time.</p>
<p>RESOURCES</p>		
<p>ENTERING & EMERGING</p>		<p>DEVELOPING & EXPANDING</p>
<p>Videos / picture cues Computer with Interactive Whiteboard to view videos or powerpoints to introduce new vocabulary and background information. Computer search engines for students to research new information about community at large. Short clips introducing students talking about themselves, National Geographic Kids:</p>		<p>Identity wheels to map hobbies, personality, and favorite things, Padlet or Seesaw for students to post pictures and text about themselves, Canva for digital "All About Me" posters, Short clips showing different types of families around the world, Animated stories about family routines and roles, Google Earth virtual tours for Independence Day parades or cultural celebrations</p>

"American Holidays for Kids", BrainPOP Jr. videos on Thanksgiving, Christmas, and Independence Day

Content Area: ESL	Grade:
Unit 2: My Town, My School Community	Length of Time: 10 weeks
Unit Theme: Students will explore the idea of a community, understand the roles of people in schools, neighborhoods, and families, and recognize how everyone contributes in their own way	
Essential Questions: What makes a school community, and why is it important?, How do the people in a school help each other?, How do families support students at school?, How do students, teachers, and families work together to make the school a better place?, How are school communities similar to or different from other communities?, Why is it important to understand and respect the families of classmates?, How do traditions, routines, and rules help a school community function?	
Objectives:	
<p>Listening:</p> <ul style="list-style-type: none"> - Listen and identify the roles of different people in a community. - Listen to a story about a family and identify ways family members help each other. <p>Speaking:</p> <ul style="list-style-type: none"> - Role-play different community helpers or family members - Discuss ways families and classmates help each other <p>Reading:</p> <ul style="list-style-type: none"> - Read a short passage describing a neighborhood (e.g., school, park, library, fire station) and answer 	

questions about who works or visits each place.

- Read brief descriptions of community members (teacher, doctor, bus driver, librarian) and match each description to the correct role.

Writing:

- Compare and contrast classroom, school, and family communities
- Create a "community map" showing roles of people at home and school

Standards:

ELD-SI.4-12.Narrate ● Share ideas about one's own and others' lived experiences and previous learning ● Connect stories with images and representations to add meaning ● Identify and raise questions about what might be unexplained, missing, or left unsaid ● Recount and restate ideas to sustain and move dialogue forward ● Create closure, recap, and offer next steps

LANGUAGE STRUCTURES

	ENTERING & EMERGING	DEVELOPING & EXPANDING
Word/Phrase Level	school, park, library, fire station, teacher, doctor, bus driver, librarian, neighbor, classmate, principal, Nurse, firefighter, volunteer	information center, resident, community member, peer, school administrator, healthcare provider
Sentence Level	A _____ helps people by _____. I saw a _____ at the _____ today. My _____ works in the _____. People in my community need a _____ because _____. One important job in my community is a	A _____ is similar to a _____ because _____. A _____ is different from a _____ because _____. I think the most important

	_____.	person in my school/community is _____ because _____
Discourse Level	Students describe roles and responsibilities of school personnel and community members	Students compare roles or communities. Students ask questions to learn more about roles.
RESOURCES		
ENTERING & EMERGING		DEVELOPING & EXPANDING
<p>Picture Dictionaries and workbook • Plays or readings about various topics • Intro level texts and workbooks • Videos (such as Brainpop to build background knowledge) • leveled readers/ sight word worksheets • Phonics sheets • Workbook, phonics flashcards.</p>		<p>Videos / picture cues • Computer with Interactive whiteboard to view videos or powerpoints to introduce new vocabulary and background information. • Computer search engines for students to research new information about community at large. • Chromebooks for research</p>

Content Area: ESL	Grade:
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Unit 3:	Length of Time: 10 weeks
Unit Theme: Neighbors In Space	
Essential Questions: What can we know about our neighbors in space?, What would it be like to explore space?	
Objectives:	
<p>Listening:</p> <ul style="list-style-type: none"> - Sort oral reading by time frame to recall information. - Answer questions about explicit information in texts. <p>Speaking:</p> <ul style="list-style-type: none"> - Describe what it is like in space. - Label the 4 oceans on the Earth. <p>Reading:</p> <ul style="list-style-type: none"> - Distinguish fact and myths. - Summarize the myth and identify the lesson. <p>Writing:</p> <ul style="list-style-type: none"> - Identify different things in space, for example, planets, stars, black holes, etc. - Research something in space, write about it, and create a presentation to teach it to the class. 	
Standards:	
<p>ELD-SI.4-12.Inform ● Define and classify facts and interpretations; determine what is known vs. unknown ● Report on explicit and inferred characteristics, patterns, or behavior ● Describe the parts and wholes of a system ● Sort, clarify, and summarize relationships ● Summarize most important aspects of information</p> <p>ELD-SI.4-12.Explain ● Generate and convey initial thinking ● Follow and describe cycles and sequences of steps or procedures and their causes and effects ● Compare changing variables, factors, and circumstances ● Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes ● Act on feedback to</p>	

Content Area: ESL	Grade:
Unit 4: Helping Others	Length of Time: 10 weeks
<p>Unit Theme: Students will think about ways to help others. They will work together to develop one thing they can do in the school to help others. They will create a presentation of their ideas and present it to the class. If possible they will actually follow through with their proposal to help others.</p>	
<p>Essential Questions: Why is it important to help other people?, How can I help my family, friends, or classmates?, What are different ways people help their community?, How do small acts of kindness make a difference?, How does helping others make me feel?, How can working together make tasks easier or more successful?, Why do communities need people to help each other?, What can I do to be a responsible and helpful member of my school or neighborhood?</p>	
Objectives:	
<p>Listening:</p> <ul style="list-style-type: none"> - Listen to a biographies about helpful people - Listen to documentaries and hear stories about people that received help <p>Speaking:</p> <ul style="list-style-type: none"> - Tell about ways people can help each other - Describe a time that someone helped them and how they felt - share ideas respectfully and listen to classmates' experiences of helping. <p>Reading:</p> <ul style="list-style-type: none"> - ask and answer questions about ways people help in school, at home, and in the community. - recognize the importance of teamwork and kindness in different contexts. <p>Writing:</p> <ul style="list-style-type: none"> - work in pairs or small groups to plan ways to help others. 	
Standards:	

ELD-SI.4-12.Narrate • Share ideas about one's own and others' lived experiences and previous learning • Connect stories with images and representations to add meaning • Identify and raise questions about what might be unexplained, missing, or left unsaid • Recount and restate ideas to sustain and move dialogue forward • Create closure, recap, and offer next steps

ELD-SI.4-12.Argue • Generate questions about different perspectives • Support or challenge an opinion, premise, or interpretation • Clarify and elaborate ideas based on feedback • Evaluate changes in thinking, identifying trade-offs • Refine claims and reasoning based on new information or evidence

ELD-LA.4-5.Inform.Expressive Construct informational texts in language arts that • Introduce and define topic and/or entity for audience • Establish objective or neutral stance • Add precision and details to define, describe, compare, and classify topic and/or entity • Develop coherence and cohesion throughout text

LANGUAGE STRUCTURES

	ENTERING & EMERGING	DEVELOPING & EXPANDING
WORD/PHRASE LEVEL	<p>Help, support, share, care, give, listen, teach, guide, protect, rescue, kindness Teamwork, responsibility, cooperation, community, friendship, empathy, respect, fairness, contribution</p>	<p>assist, encourage, share resources, show care, offer, pay attention to others, teach new skills, guide, protect, and rescue those in need. Important values include kindness, collaboration, responsibility, cooperation, community spirit, friendship, empathy, respect, fairness, and making meaningful contributions</p>

<p style="text-align: center;">SENTENCE LEVEL</p>	<p>I can help by ____ We work together to ____ It is important to ____ Everyone has a role in ____</p>	<p>I can help by _____, _____, or _____. We work together to _____, _____, or _____. It is important to _____, _____, or _____. Everyone has a role in _____, _____, or _____.</p>
<p style="text-align: center;">DISCOURSE LEVEL</p>	<p>Students describe ways people help at home, school, or in the community. role-play or simulations to practice real-life helping scenarios.</p>	<p>Students reflect on their own actions or experiences helping others.</p>
RESOURCES		
ENTERING & EMERGING		DEVELOPING & EXPANDING
<p>Use for read-alouds and guided reading, highlighting vocabulary and comprehension questions. Select songs with repetitive and meaningful lyrics to reinforce vocabulary and pronunciation. Debate Prompts – encourage critical thinking about helping others in different contexts Community Service Projects – students plan and reflect on volunteering experiences Examples: organizing a food drive, tutoring younger students, environmental clean-up</p>		<p>Short Stories & Articles about volunteering, community service, or acts of kindness News articles about student-led community projects or humanitarian efforts Autobiographies / Memoirs of people who help others Examples: Malala Yousafzai, Wangari Maathai, or local community leaders Non-fiction Essays on social responsibility, empathy, or global citizenship</p>

Peer Mentoring Programs – students help younger ESL or struggling students in school

Awareness Campaigns – students create posters, videos, or social media content about helping causes

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.
- 8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

Career Readiness, Life Literacies and Key Skills

- 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 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 (e.g., W.4.7, 8.2.5.ED.6).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)

Interdisciplinary Connections

ELA

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

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

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

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

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Math

- 5.DL.A.1: Understand how different visualizations can highlight different aspects of data. Ask questions and interpret data visualizations to describe and analyze patterns.
- 5.DL.A.2: Develop strategies to collect, organize and represent data of various types and from various sources. Communicate results digitally through a data visual (e.g. chart, storyboard, video presentation).

- 4.DL.A.1 Create data-based questions, generate ideas based on the questions, and then refine the questions.
- 4.DL.A.2 Develop strategies to collect various types of data and organize data digitally.

Science

- 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Social Studies

- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
- 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.
- 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
- 6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.

Modifications			
Special Education	At-Risk of School Failure	Gifted and Talented	504
Word walls Visual aides Graphic organizers Multimedia Leveled-readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
Modifications for ELLs			
Entering	Beginning	Developing	
<ul style="list-style-type: none"> ● Ask yes or no questions (i.e. Is this a question, Does this...?) ● Use "point to", "circle", "find", 	<ul style="list-style-type: none"> ● Ask students to categorize objects. ● Provide books and audiobooks with patterned sentence structure 	<ul style="list-style-type: none"> ● Ask literal questions-who, when, where, what. ● Ask questions with 1-3 	

“show me”, “draw”, “match”.

- Teach basic survival English, such as “bathroom”, “lunch”, “home”.
- Use visuals such as pictures, gestures, and pointing.
- Create “I need” cards for student to hold up when he or she needs something.
- Use a student buddy, if possible someone with the same language.

Scaffolding

Word walls

Sentence Stems

Paragraph Frames

Bilingual Dictionaries

Think Alouds

Read Alouds

Highlight key

and

pictures.

- Use a bilingual picture dictionary and have students create personal illustrated dictionaries.
- Label objects around the room and around the school in English and other languages.
- Use a student buddy, if possible someone with the same language.

word

answers.

- Ask questions with an either/or option.
- Ask students to list, name, tell, which, categorize, draw, label, or create.
- Teach explicit phonemic awareness, phonic rules, and skills. ● Provide sentence and answer frames.
- Ask the student to write a sentence or so to describe a picture.