

Lakewood Township School District Curriculum Guide

Grade: Third

Content Area: English as a Second Language

Original Adoption: 2023 NJSLS English Language Arts and English as a Second Language (8-21-24); Math NJSLS Mathematics (8-21-24); 2020 NJSLS Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

Created By: ESL Curriculum Team

Recommended Pacing Guide

UNIT 1: Happy to Help

45 days

UNIT 2: Nature's Balance - Ecosystems

45 days

UNIT 3: Life in the Soil - Plants

45 days

UNIT 4: Let's Work Together - Community

45 days

Philosophy

The English as a Second Language curriculum is designed to prepare Multilingual language learners (MLLs) to meet the English language proficiency standards, the New Jersey Student Learning Standards, and the WIDA ELD standards. We believe an effective program model for students with limited knowledge and comprehension of English includes both ESL and sheltered instruction. Sheltered instruction is content area teaching that also includes opportunities for language development. Our teachers who use sheltered instruction in their classes teach their regular content such as math, science, social studies, health, English etc. In addition they incorporate language learning objectives that help their Multilingual language learners (MLL) students practice the language of the content area.

The curriculum incorporates the development of language, literacy and critical thinking skills for use across all subject areas. Rigor and relevance is introduced in the form of discourse, technological applications, and sociocultural contexts for language use involving interaction between the student and the language environment. ESL writing instruction is utilized as concrete evidence of individual achievement, and serves to enrich comprehension of both written and spoken language at all levels. Having a well designed curriculum, coupled with positive classroom environments, will promote students to become risk takers and will ensure all students succeed to their highest abilities.

To ensure that our children are successful and receive the best education our staff will continuously collaborate. We will develop purposeful and effective formative and summative assessments which measure growth of our curriculum and inform our instruction. Finally, we will continuously seek to grow professionally through professional development, which is aligned to statewide regulations, but specifically geared to benefit our curriculum, school, and children.

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

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Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please [click here](#) for specific examples (by subject).

UNIT 1: Happy to Help

Duration: 45 days

Introduction

In this unit, students will have an understanding of how actions can make a difference. They will investigate ways to help each other and how to display good citizenship. They will also write a personal narrative of how to improve their community.

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences

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- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery
- Organize integrated problem-solving simulations
- Encourage upper level intellectual behavior based on Bloom's Taxonomy

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Extra time to complete assignments/tasks
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

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Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Focus Standards

WIDA English Language Proficiency Standards

Standard 2 – The Language of Language Arts

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Standard 5 - The Language of Social Studies

- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

Reading Domain

- RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
- RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
- RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
- 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.

Writing Domain

- W.AW.3.1. Write opinion texts to present an idea with reasons and information.
 - A. Introduce an opinion clearly.

- B. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
- C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
- D. Provide a conclusion related to the opinion presented.
- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly.
 - B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
 - C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
 - D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
 - E. Provide a conclusion related to the information or explanation presented.
- W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.
 - A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events.
 - E. Provide a conclusion or sense of closure that follows the narrated experiences or events.

Speaking and Listening Domain

- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.
- SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Domain

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- L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
 - A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
 - B. Capitalize appropriate words in titles.
 - C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
 - D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
 - E. Use appropriate pronouns with clear referents.
 - F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
 - G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
 - H. Paraphrase a main idea or event in order to vary sentence structure and word use.
 - I. Organize ideas into paragraphs with main ideas and supporting details.
- L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
 - B. Choose words and phrases for effect.
 - C. Recognize and observe differences between the conventions of spoken and written English.
- L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Interdisciplinary Connections

WIDA English Language Proficiency Standards

Standard 1 – Social and Instructional Language

- English language learners **communicate** for **Social** and **Instructional** purposes within the school setting

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New Jersey Student Learning Standards: Social Studies (NJSLSS)

- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.
- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.

Visual and Performing Arts

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.
- 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.
- 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.2 Design Thinking

- 8.2.5.ED.1: Explain the functions of a system and its subsystems.
- 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.
- 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

Career Readiness, Life Literacies & Key Skills

9.1 Personal Financial Literacy

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

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- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 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.

9.4 Life Literacies and Key Skills

- 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).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to

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	<p>issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

Social Emotional Learning Standards
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one's feelings and thoughts

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- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Role play/skits
- Turn and talk
- Draw pictures
- Discussion circle
- Participation/observations
- Questioning
- Expressive language prompt

Alternative Assessments:

- Turn and Talks
- Discussion Circles
- DOLs
- Centers
- Vocabulary Boxes
- Projects
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

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	<p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Rubrics • Chapter project based learning • Oral Language Project • Personal Narrative • Mini-biography 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • End of Chapter assessment

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Our actions can make a positive difference in our classroom, community, and world. • People of all backgrounds, cultures, and abilities can work together to help one another. • Sharing and recalling personal experiences helps us understand ourselves and others. • Stories and texts can be compared to learn how different genres share ideas in unique ways. • Volunteers play an important role in supporting communities and caring for the environment, including helping address climate change. • Celebrating differences and valuing inclusion strengthens our community and helps us make fair and caring decisions. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do people help each other? • How can my actions make a difference in my classroom, community, and our planet? • What are ways we can help each other and include everyone? • How do my personal experiences help me understand texts and connect with others? • How are different stories and genres alike and different? • What do volunteers do, and why are they important to our community and to caring for the Earth? • How can we celebrate diversity and make sure everyone feels included?
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<p>Content: Students will know:</p>	<p>Skills: Students will be able to:</p>
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<ul style="list-style-type: none"> ● Both positive and negative actions have consequences for others in the community or classroom. ● Examples of historical figures or local heroes whose actions made a significant difference in their communities. ● A volunteer as someone who chooses to help others or their community without receiving payment. ● How to describe personal events in a clear, sequential manner (using words like first, next, then). 	<ul style="list-style-type: none"> ● Retell a story using grade-level vocabulary and sequential language frames ● Compare genres using complete sentences (subject and predicate) ● Give an oral report sharing different perspectives of school experiences ● Share experiences of doing something for the community using before and now in complete sentences ● write a personal narrative about good citizenship (student book)
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Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Cultural Realia ● Send home a family newsletter ● Poster for Kindness ● Personal Narrative Writing Project (Present and Share) ● Home Connections: Schools of the Past (compare schools then and now) ● Research & compare school cultures from different countries (Google Slide Project-Presentation) ● Have students write a mini-biography ● Create a concept map of the Big Question: How people help each other 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Reach Higher Book ● Reach Higher Student Book ● Reach Higher Digital Platform: learn.eltngl.com ● Reading A-Z ● Epic! ● Reading IQ ● Unite for Literacy ● Vooks.com <p>Read Alouds & Videos:</p> <ul style="list-style-type: none"> ● Henry Winkler's The World's Greatest Underachiever Video ● Joseph Lekuton: Making a Difference EdPuzzle Activity ● The World's Greatest Underachiever EdPuzzle Activity ● Good Citizenship I Being a Good Citizen EdPuzzle Activity ● Those Shoes by Maribeth Boelts ● Guardian Angel by Francisco X. Alarcon ● The World's Greatest Underachiever by Henry Winkler ● Joseph Lekuton: Making a Difference by Phillip Kennedy
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<p>Supplemental Resources:</p> <ul style="list-style-type: none"> ● Wordwall ● CENGAGE ● National Geographic ● Scholastic News 	<p>ESL Specific Resources:</p> <p>http://eslcafe.com</p> <p>www.eslkidstuff.com</p> <p>www.Esl-kids.com</p> <p>www.brainpopjr.com</p>
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<ul style="list-style-type: none"> ● Teachers pay teachers 	<ul style="list-style-type: none"> www.funenglishgames.com www.starfall.com www.esl4kids.com http://www.csun.edu/~hcedu013/eslplans.html http://iteslj.org http://www.pdictionary.com http://www.englishclub.com/index.htm https://www.eslflashcards.com/ http://www.freeeslmaterials.com/flashcards.html https://www.colorincolorado.org/
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UNIT 2: Nature’s Balance - Ecosystems	Duration: 45 days
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Introduction

In this unit, students will have an understanding of how ecosystems work and how nature is balanced within a community. Students will identify how the food chain works within ecosystems and how a community can become unbalanced. Students will compare and contrast specific animals within an ecosystem and describe the causes and effects they have in an ecosystem. Students will use compound sentences to compare and contrast ecosystems.

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences

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- Review and make necessary IEP modifications
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- Build background knowledge
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- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery
- Organize integrated problem-solving simulations
- Encourage upper level intellectual behavior based on Bloom's Taxonomy

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Extra time to complete assignments/tasks
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Lakewood Township School District Curriculum Guide

Grade: Third

Content Area: English as a Second Language

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Focus Standards

WIDA English Language Proficiency Standards

Standard 2 – The Language of Language Arts

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Standard 4 – The Language of Science

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.

Reading Domain

- RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
- RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
- RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
- 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.

Writing Domain

- W.AW.3.1. Write opinion texts to present an idea with reasons and information.

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- A. Introduce an opinion clearly.
- B. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
- C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
- D. Provide a conclusion related to the opinion presented.
- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly.
 - B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
 - C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
 - D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
 - E. Provide a conclusion related to the information or explanation presented.
- W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.
 - A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events.
 - E. Provide a conclusion or sense of closure that follows the narrated experiences or events.

Speaking and Listening Domain

- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.
- SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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Language Domain

- L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
 - A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
 - B. Capitalize appropriate words in titles.
 - C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
 - D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
 - E. Use appropriate pronouns with clear referents.
 - F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
 - G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
 - H. Paraphrase a main idea or event in order to vary sentence structure and word use.
 - I. Organize ideas into paragraphs with main ideas and supporting details.
- L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
 - B. Choose words and phrases for effect.
 - C. Recognize and observe differences between the conventions of spoken and written English.
- L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Interdisciplinary Connections

WIDA English Language Proficiency Standards

Standard 1 – Social and Instructional Language

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Grade: Third

Content Area: English as a Second Language

- English language learners **communicate** for **Social** and **Instructional** purposes within the school setting

Next Generation Science Standards (NGSS)

- *3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.*
- *3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.*

Visual and Performing Arts

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.
- 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.
- 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.2 Design Thinking

- 8.2.5.ED.1: Explain the functions of a system and its subsystems.
- 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.
- 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

Career Readiness, Life Literacies & Key Skills

9.1 Personal Financial Literacy

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.

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- 9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 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.

9.4 Life Literacies and Key Skills

- 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).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources

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	and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior

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- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Role play/skits
- Turn and talk
- Draw pictures
- Discussion circle
- Participation/observations
- Questioning
- Expressive language prompt

Alternative Assessments:

- Turn and Talks
- Discussion Circles
- DOLs
- Centers
- Vocabulary Boxes
- Projects
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

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	<p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Rubrics • Chapter project based learning • Oral Language Project 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • Chapter assessment

Knowledge & Skills	
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<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Nature stays healthy when plants, animals, people, and the environment are in balance. • When part of an ecosystem changes, it can affect everything else. • Climate change can upset the balance of nature, but people and communities can take action to help protect the environment. • Different animals, ecosystems, and communities have unique characteristics that can be compared and contrasted. • Everyone’s ideas, backgrounds, and experiences help us understand nature and the world more deeply. • Writers use different types of sentences and structures to clearly share information and describe what they learn. • Stories—fiction and nonfiction—help us understand how balance, community, and nature work together. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What happens when nature loses its balance? • What does it mean for nature to be in balance? • What happens when nature or a community loses its balance? • How does climate change affect plants, animals, and ecosystems? • How are animals, ecosystems, and communities alike and different? • How can we include everyone’s ideas and experiences when learning about nature? • How do questions help us understand texts and the natural world? • How do writers use sentences and structure to communicate clearly? • What can people and communities do to help keep nature in balance?
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Content:	Skills:
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Students will know:

- Adaptations of animals and insects (e.g., camouflage, specialized mouthparts) allow them to survive in their unique environments
- Environmental changes, such as drought or habitat destruction, impact the survival of specific animal and insect populations
- Transitional phrases to sequence a series of events
- Declarative, interrogatory, and exclamatory sentence types and will write an example of each about nature
- Key words and vocabulary to describe a balance of a community.
- How the food chain works
- How to ask and answer questions using Wh-questions and key words. Who is ___? Where is ___?

Students will be able to:

- Use oral language to participate in discussions about animals and their habitats
- Use written language to recall details on concept maps to identify what animals need to survive.
- Create a concept map of ideas about the balance of nature.
- Use a Venn diagram to compare and contrast animals using a photo prompt
- Describe animals and insects using grade-level vocabulary
- Use sequential language frames to sequence a story about nature's balance.
- Use language frames & key words to give commands about ecosystems
- Use a Cause & Effect Diagram to describe ecosystems
- Use a T-Chart to analyze and compare the two ecosystems from previous readings
- Use and & but in compound sentences to join ideas that are alike and different or a choice between them when describing a photo of an ecosystem

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.

- Create a Google Slideshow Presentation of an Ecosystem: Choose one ecosystem to explain the cause and effects if it loses its balance
- Students create a poster board of an ecosystem (Oral Presentation)

Varied Levels of Text:

- Reach for the Stars Teacher's Book
- Reach for the Stars Student Book
- Reach for the Stars Digital Platform: learn.eltngl.com
- Additional Resources found on [Ocean County NEXGEN Science Homepage](http://smlevinson.wix.com/ocngss): <http://smlevinson.wix.com/ocngss>
- Reading A-Z
- Epic!
- Reading IQ
- Unite for Literacy
- Vooks.com

Read Alouds:

- It's All in the Balance by Susan Henderson
- Animals, More or Less by Mike Thaler
- When the Wolves Returned adapted from a book by Dorothy Hinshaw Patent
- Megafish Man by Michael Sandler

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Supplemental Resources:

- Wordwall
- CENGAGE
- National Geographic
- Scholastic News

ESL Specific Resources:

- <http://eslcafe.com>
- www.eslkidstuff.com
- www.Esl-kids.com
- www.brainpopjr.com
- www.funenglishgames.com
- www.starfall.com
- www.esl4kids.com
- <http://www.csun.edu/~hcedu013/eslplans.html>
- <http://iteslj.org>
- <http://www.pdictionary.com>
- <http://www.englishclub.com/index.htm>
- <https://www.eslflashcards.com/>
- <http://www.freeeslmaterials.com/flashcards.html>
- <https://www.colorincolorado.org/>

UNIT 3: Life in the Soil - Plants

Duration: 45 days

Introduction

In this unit, students will have an understanding of plants, how they grow and how they change as they grow. They will identify how plants grow differently around the world. They will also know the sequence of the life cycle of different plants. They will use academic and content-related vocabulary to explain plants in a scientific article. Students will use suffixes and singular and plural nouns to describe animals and plants.

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment

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- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery
- Organize integrated problem-solving simulations
- Encourage upper level intellectual behavior based on Bloom's Taxonomy

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Extra time to complete assignments/tasks

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Content Area: English as a Second Language

- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

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- RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
- RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
- 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.

Writing Domain

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 - A. Introduce an opinion clearly.
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 - A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events.
 - E. Provide a conclusion or sense of closure that follows the narrated experiences or events.

Speaking and Listening Domain

- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.
- SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

- SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Domain

- L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
 - A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
 - B. Capitalize appropriate words in titles.
 - C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
 - D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
 - E. Use appropriate pronouns with clear referents.
 - F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
 - G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
 - H. Paraphrase a main idea or event in order to vary sentence structure and word use.
 - I. Organize ideas into paragraphs with main ideas and supporting details.
- L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
 - B. Choose words and phrases for effect.
 - C. Recognize and observe differences between the conventions of spoken and written English.
- L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

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WIDA English Language Proficiency Standards

Standard 1 – Social and Instructional Language

- English language learners **communicate** for **Social** and **Instructional** purposes within the school setting

Next Generation Science Standards (NGSS)

- *3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.*
- *3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.*

Visual and Performing Arts

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.
- 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.
- 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.2 Design Thinking

- 8.2.5.ED.1: Explain the functions of a system and its subsystems.
- 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.
- 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

Career Readiness, Life Literacies & Key Skills

9.1 Personal Financial Literacy

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.

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- 9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 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.

9.4 Life Literacies and Key Skills

- 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).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources

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	and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one's feelings and thoughts ● Recognize the impact of one's feelings and thoughts on one's own behavior ● Recognize one's personal traits, strengths, and limitations

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- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Role play/skits
- Turn and talk
- Draw pictures
- Discussion circle
- Participation/observations
- Questioning
- Expressive language prompt

Alternative Assessments:

- Turn and Talks
- Discussion Circles
- DOLs
- Centers
- Vocabulary Boxes
- Projects
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

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	<p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Rubrics • Chapter project based learning 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • Chapter assessment

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Plants have different structures that help them live, grow, and survive in their environments. • All plants follow a life cycle, and each stage has an important purpose. • Climate change can affect plants, their growth, and the places where they live. • People from diverse cultures value plants in different ways—for food, medicine, traditions, and celebrations. • Writers use different genres, such as stories and haikus, to share ideas about nature. • Understanding vocabulary (suffixes, plurals, and multiple-meaning words) helps us read and write clearly. • Everyone’s experiences, backgrounds, and ideas help us learn more about plants and how to protect the environment. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is so amazing about plants? • How do the structures of a plant help it survive? • How does a plant change throughout its life cycle? • How does climate change affect plants, gardens, and protected places? • How do different cultures use and appreciate plants? • How are a story and a haiku alike and different? • How do vocabulary skills help us better understand what we read and write? • How can we include different perspectives when we learn and write about nature? • Why is it important to protect plants and natural spaces?
<p>Content: Students will know:</p> <ul style="list-style-type: none"> • The main structures of plants (roots, stems, 	<p>Skills: Students will be able to:</p>

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<p>leaves, flowers, seeds) and what each does.</p> <ul style="list-style-type: none"> ● The stages of a plant’s life cycle and how to sequence them. ● Climate change can impact plant growth, seasons, and habitats. ● Stories and haikus are different genres with unique features. ● Multiple-meaning words can change depending on how they are used. ● Rules for forming plural nouns and how suffixes change word meanings. ● People from diverse cultures grow, use, and celebrate plants in different ways. ● Protected places help keep plants, animals, and the environment safe. ● Articles use facts and details to explain what we have learned. 	<ul style="list-style-type: none"> ● Use adjectives to describe plant structures in a language frame: ex: “Its leaves are nearly two feet long. It has flowers in the summer. It has seed pods in the fall.” ● Use sentence stems to sequence a photo of a plant life cycle. ● Use descriptive language to talk about their favorite plant, referring to the story from the lesson for support. ● Write sentences about plants/nature using multiple-meaning vocabulary. ● Compare and contrast genres using sentence frames with related vocabulary and/or Venn diagram ● Practice and add suffixes to vocabulary to restate sentences ● Describe photos using singular and plural nouns with related vocabulary. Ex: berry-berries, cycle-cycles ● Use descriptive language to create captions from photos in non-fiction stories. ● Explain what you think is amazing about plants in a scientific article using plural nouns and suffixes
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Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students’ learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Cultural Realia ● Students research & create Google Slide presentation on how different countries/cultures grow plants ● Anchor chart labeling plant structures ● Using realia to identify plant parts ● Research different plants to compare from around the world and present in Google Slide/Poster Board ● Create a class magazine to showcase all plant articles. Add magazine photos to articles and turn into a book 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Reach for the Stars Teacher’s Book ● Reach for the Stars Student Book ● Reach for the Stars Digital Platform: learn.eltngl.com ● Reading A-Z ● Epic! ● Reading IQ ● Unite for Literacy ● Vooks.com <p>Read Alouds:</p> <ul style="list-style-type: none"> ● Plant life cycles - EdPuzzle Activities ● Hoa’s Little Garden by Susan Henderson ● Gifts from the Earth by Eloise Vivanco ● A Protected Place by Elizabeth Sengel
<p>Supplemental Resources:</p> <ul style="list-style-type: none"> ● Wordwall ● CENGAGE 	<p>ESL Specific Resources:</p> <p>http://eslcafe.com www.eslkidstuff.com</p>

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<ul style="list-style-type: none"> ● National Geographic ● Scholastic News ● Plant Worksheets - 15 Worksheets.com ● YouTube of Plant Life Cycles ● Generation Genius - Plant and Animal Life Cycles 	<ul style="list-style-type: none"> www.Esl-kids.com www.brainpopjr.com www.funenglishgames.com www.starfall.com www.esl4kids.com http://www.csun.edu/~hcedu013/eslplans.html http://iteslj.org http://www.pdictionary.com http://www.englishclub.com/index.htm https://www.eslflashcards.com/ http://www.freeeslmaterials.com/flashcards.html https://www.colorincolorado.org/
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UNIT 4: Let's Work Together - Community	Duration: 45 days
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Introduction

In this unit, students will have an understanding of how people came to America to find wealth, land, and resources from around the world. They will have an understanding of what cooperation looks like and how people can benefit when they work together. They will also focus on ways of how we can do things in different ways to foster cooperation. Students will use modal verbs to persuade others about how to improve their community.

Suggested Accommodations

- Multi Language Learners:**
- Flexible/Cooperative Grouping
 - Visuals (Board and handouts)
 - Flashcards (Digital and paper)
 - Alternative assessment
 - Flexible/cooperative grouping
 - Graphic organizers
 - Native Language Support and Resources
 - Modified Instructions/Assessments/Assignments
 - Chunking
 - Build background knowledge
 - Define Key words
 - Use visual and audio supports
 - Address all four language domains
 - Incorporate technology
- Special Education/Students with Disabilities:**
- Shorten or simplify directions
 - Alternative assessment
 - Modified classwork and homework assignments

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- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery
- Organize integrated problem-solving simulations
- Encourage upper level intellectual behavior based on Bloom's Taxonomy

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Extra time to complete assignments/tasks
- Reward system

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- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Focus Standards

WIDA English Language Proficiency Standards

Standard 2 – The Language of Language Arts

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Standard 5 - The Language of Social Studies

- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

Reading Domain

- RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
- RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
- RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
- 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.

Writing Domain

- W.AW.3.1. Write opinion texts to present an idea with reasons and information.
 - A. Introduce an opinion clearly.
 - B. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
 - C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
 - D. Provide a conclusion related to the opinion presented.
- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly.
 - B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
 - C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
 - D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
 - E. Provide a conclusion related to the information or explanation presented.
- W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.
 - A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events.
 - E. Provide a conclusion or sense of closure that follows the narrated experiences or events.

Speaking and Listening Domain

- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.
- SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

- SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Domain

- L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
 - A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
 - B. Capitalize appropriate words in titles.
 - C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
 - D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
 - E. Use appropriate pronouns with clear referents.
 - F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
 - G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
 - H. Paraphrase a main idea or event in order to vary sentence structure and word use.
 - I. Organize ideas into paragraphs with main ideas and supporting details.
- L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
 - B. Choose words and phrases for effect.
 - C. Recognize and observe differences between the conventions of spoken and written English.
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 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

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WIDA English Language Proficiency Standards

Standard 1 – Social and Instructional Language

- English language learners **communicate** for **Social** and **Instructional** purposes within the school setting

New Jersey Student Learning Standards: Social Studies (NJSL-SS)

- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.
- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Visual and Performing Arts

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.
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Computer Science & Design Thinking

8.1 Computer Science

- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.
- 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.2 Design Thinking

- 8.2.5.ED.1: Explain the functions of a system and its subsystems.
- 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.
- 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

Career Readiness, Life Literacies & Key Skills

9.1 Personal Financial Literacy

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- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 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.

9.4 Life Literacies and Key Skills

- 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).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

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<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

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Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Role play/skits
- Turn and talk
- Draw pictures
- Discussion circle
- Participation/observations
- Questioning
- Expressive language prompt

Alternative Assessments:

- Turn and Talks
- Discussion Circles
- DOLs
- Centers
- Vocabulary Boxes
- Projects
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are

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	<p>being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example. Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubrics ● Chapter project based learning 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Chapter assessment

Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● People have needs, wants, and feelings, and we can express them clearly using appropriate vocabulary. ● Words have parts—such as prefixes—that help us understand their meaning. ● Celebrations and birthdays are important traditions that reflect the diversity of families and cultures around the world. ● Strong writers use action verbs, correct verb forms, and subject-verb agreement to communicate clearly. ● Persuasive writing helps us share ideas, solve problems, and make positive changes in our school and community. ● Including different viewpoints, backgrounds, and experiences makes our communication stronger and helps us understand one another better. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What’s the best way to get things done? ● How can I clearly express my needs, wants, and feelings? ● How do prefixes and vocabulary help me understand what I read and write? ● How do people from different cultures celebrate special events? ● How does using strong verbs help me communicate clearly? ● How can persuasive writing help improve our school, neighborhood, and environment? ● How can we make sure everyone feels included when we share ideas or advocate for change?

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Content:

Students will know:

- Needs, wants, and feelings can be expressed using grade-level vocabulary.
- Academic vocabulary has specific meanings related to learning and communication.
- Celebrations vary among cultures but share common themes such as family, traditions, and community.
- Prefixes change the meaning of root words.
- Present-tense action verbs and the forms of *be* and *have* must agree with their subjects.
- Persuasive writing includes a claim, reasons, and examples.
- Vocabulary can be grouped, sorted, and categorized by meaning or topic.
- Different people may have different needs or perspectives, and inclusive communication helps everyone feel heard.

Skills:

Students will be able to:

- Use photo prompts to express needs, wants, and feelings in a sentence, in writing or orally with partners.
- Define new academic vocabulary in sentences with 4-square graphic organizer for support.
- Use related vocabulary from read-aloud to support students in writing a description of how they celebrate their birthday in complete sentences.
- Write sentences using prefixes correctly of related vocabulary
- Write sentences using present-tense action verbs to describe characters from read-alouds.
- Use language frames using modal verbs to persuade classmates about an idea. You **must**, you **should**, you **could** ____
- Classify words as a group using various photos for support. IE: farm-crop, agriculture, farm, harvest, plow, field
- Using content and academic vocabulary, use *be/have* using pictures related to the topic
- Focusing on present tense action verbs and subject-verb agreement, students write a persuasive essay for a writing project and/or share for an oral project

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.

- Cultural Realia
- Use photo prompts to support descriptive language and SVA
- Use photos in a Google Slide presentation to persuade partners or the class to make a change
- Students share and compare, either in a poster or Google Slides, favorite foods from their culture. Show details using ingredients, how it's made and the time of year it is associated with.

Varied Levels of Text:

- Reach for the Stars Teacher's Book
- Reach for the Stars Student Book
- Reach for the Stars Digital Platform: learn.eltngl.com
- Reading A-Z
- Epic!
- Reading IQ
- Unite for Literacy
- Vooks.com
- Action Verbs - 15worksheets.com
- Present Tense - 15worksheets.com

Read Alouds:

- I've Got This by Susan Henderson

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- Ba's Business by Grace Lin
- A Better Way by Juan Quintana
- The Ant and the Grasshopper an Aesop Fable

Supplemental Resources:

- Wordwall
- CENGAGE
- National Geographic
- Scholastic News

ESL Specific Resources:

- <http://eslcafe.com>
- www.eslkidstuff.com
- www.Esl-kids.com
- www.brainpopjr.com
- www.funenglishgames.com
- www.starfall.com
- www.esl4kids.com
- <http://www.csun.edu/~hcedu013/eslplans.html>
- <http://iteslj.org>
- <http://www.pdictionary.com>
- <http://www.englishclub.com/index.htm>
- <https://www.eslflashcards.com/>
- <http://www.freeeslmaterials.com/flashcards.html>
- <https://www.colorincolorado.org/>