

Lakewood Township School District Curriculum Guide

Grade: Fourth

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

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| UNIT 1: Culture and Traditions - Living Traditions | 45 days |
| UNIT 2: Animal Intelligence - Animal Behavior | 45 days |
| UNIT 3: Amazing Places - Geography | 45 days |
| UNIT 4: Power of Nature - Natural Resources | 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: Culture and Traditions - Living Traditions

Duration: 45 days

Introduction

In this unit, students will have an understanding of various cultures and traditions around the world. Students will also understand how traditions help pass on ideas, beliefs, and customs to people in the future. Students will also have an understanding of how artifacts can represent a culture. Students will use compound words and subject verb agreement when sharing their traditions and cultures with others.

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
- 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.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.
- RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
- RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
- RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

Writing Domain

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- W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - B. Provide reasons that are supported by facts from texts and/or other sources.
 - C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - D. Provide a conclusion related to the opinion presented.
- W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
 - B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information or explanation presented.
- W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - D. Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

Speaking and Listening Domain

- SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 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 rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.

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- SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- opportunity to integrate climate change education.
- SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Language Domain

- L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
 - A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
 - B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
 - C. Use independent clauses and coordinating conjunctions.
 - D. Form irregular verbs; form and use progressive tenses.
 - E. Form and use possessive nouns and pronouns.
 - F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
 - G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
 - H. Use apostrophes for possession.
- L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
 - A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
 - B. Write affixed words that involve a sound or spelling change in the base word.
 - C. Spell grade-appropriate words correctly, consulting references as needed.
- L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Choose words and phrases to convey ideas precisely.
 - C. Choose punctuation for effect.
- L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interdisciplinary Connections

WIDA English Language Proficiency Standards

Standard 1 – Social and Instructional Language

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

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

- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected 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

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| 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. |

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| Social Emotional Learning Standards |
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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

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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"> ● End of Chapter assessment |

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| Knowledge & Skills |
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| <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Traditions, customs, music, stories, and art help people express who they are and where they come from. ● People around the world have different traditions, and all cultures deserve respect and appreciation. ● Folk tales and stories pass down cultural values and lessons from one generation to another. ● Language choices, such as idioms and correct grammar, help us clearly communicate ideas about culture and traditions. ● Traditions can change over time as people respond to their environment. ● Learning about different cultures helps us understand how communities care for each other. | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How important are traditions? ● How do customs and traditions help people express their culture? ● Why is it important to respect and include traditions from different cultures? ● How do stories, music, and art reflect a culture's values and way of life? ● How can we use language clearly and respectfully when learning about and describing different cultures? |
| <p>Content: Students will know:</p> <ul style="list-style-type: none"> ● The meanings and uses of keywords and language frames to describe and express | <p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> ● Use key words and language frames to express and describe a favorite tradition with |

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ideas about family traditions.

- The traditions of different cultures and how they are expressed through language.
- How to conduct an interview and use photos to sequence and describe events.
- The significance of pottery and other forms of art in different cultures.
- The structure of folk tales from different cultures and how to explain them using keywords and background knowledge.
- The meaning of idioms and expressions and how to use context clues to identify them.
- The rules of subject-verb agreement in sentences.
- How to use the 5Ws (who, what, when, where, why) to ask and answer questions.
- How compound words are formed and used in sentences.

their family.

- Use keywords from interviews to explain in writing what traditions different cultures have.
- Conduct a picture walk/photo prompt and use keywords with language frames to describe images.
- Use photos and vocabulary to sequence events from an interview.
- Use key words and language frames to explain a favorite tradition in their culture.
- Use keywords from the story to explain how different cultures use pottery or other forms of art in their culture.
- Use complete sentences (with a subject and predicate) to retell previous stories and their journeys.
- Use keywords and background knowledge to explain a folk tale from different cultures.
- Create a poster about a custom and label different artifacts.
- Use context clues to identify idioms and expressions and match or write their meanings.
- Use subject-verb agreement to write correct sentences related to previous readings.
- Use the 5Ws to ask and answer questions in writing or conversation.
- Use subject-verb agreement and compound words correctly in sentences.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

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

- Research different cultures and their traditions (Google Slide Presentation or Oral Presentation)
- Bring in food from students' own cultures and have them describe or give an how-to using ingredients
- Students showcase realia or artifacts from their families culture and give oral presentation using Google Slides
- Research different artifacts from different cultures

Varied Levels of Text:

- 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
- [Multicultural Fairy Tales and Folktales Booklist](#)

Read Alouds & Videos:

- [Get Epic! culture related books](#)
- [ReadWorks Culture](#)

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| <ul style="list-style-type: none"> ● Read books from GetEpic! from different cultures and have students create poster board presentation restating what they learned ● Write or present biography of an ancestor ● Interview a family member or another teacher from their school from a different culture or background | <ul style="list-style-type: none"> ● <i>A Musical Journey</i> by Ramona Jafar ● <i>Shaped by Tradition</i> by Patricia Millman ● <i>The Fairy Serpent - A Chinese Folk Tale</i> retold by Eloise Vivanco ● <i>Friends</i> by Aiko Ikegami ● <i>Sun Wukong - The Monkey King - A Chinese Folk Tale</i> |
| <p>Supplemental Resources:</p> <ul style="list-style-type: none"> ● Celebrating MLLs Slideshow PDF ● Celebrating MLLs (slideshow) ● ReadWorks Interview Examples ● Compound Words - 15 Worksheets ● Wordwall ● CENGAGE ● National Geographic ● Scholastic News ● Teachers pay teachers | <p>ESL Specific Resources:</p> <ul style="list-style-type: none"> ● 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/ |

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| UNIT 2: Animal Intelligence - Animal Behavior | Duration: 45 days |
| <p>Introduction</p> <p>In this unit, students will have an understanding of what smart things animals do. Students will also have an understanding of how animals are either born with a skill or if it is a learned behavior. Students will know different characteristics of an animal and why it is important to study the behaviors of animals. Students will use homophones in sentences to describe animal body parts. Students will become researchers and write letters to scientists who study animal behavior.</p> | |

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| Suggested Accommodations |
| <p>Multi Language Learners:</p> <ul style="list-style-type: none"> ● 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
- 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

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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

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.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

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- RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.
- RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
- RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
- RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

Writing Domain

- W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - E. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - F. Provide reasons that are supported by facts from texts and/or other sources.
 - G. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - H. Provide a conclusion related to the opinion presented.
- W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - F. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
 - G. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - H. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
 - I. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - J. Provide a conclusion related to the information or explanation presented.
- W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - F. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - G. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - H. Use a variety of transitional words and phrases to manage the sequence of events.
 - I. Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
 - J. Provide a conclusion that follows from the narrated experiences or events.
- W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

Speaking and Listening Domain

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- SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - E. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - F. Follow agreed-upon rules for discussions and carry out assigned roles.
 - G. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - H. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- opportunity to integrate climate change education.
- SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Language Domain

- L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - D. Read grade-level text with purpose and understanding.
 - E. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - F. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
 - I. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
 - J. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
 - K. Use independent clauses and coordinating conjunctions.
 - L. Form irregular verbs; form and use progressive tenses.
 - M. Form and use possessive nouns and pronouns.
 - N. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
 - O. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
 - P. Use apostrophes for possession.
- L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
 - D. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
 - E. Write affixed words that involve a sound or spelling change in the base word.
 - F. Spell grade-appropriate words correctly, consulting references as needed.

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- L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - D. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - E. Choose words and phrases to convey ideas precisely.
 - F. Choose punctuation for effect.
- L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Next Generation Science Standards (NGSS)

- 4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
- 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction
- 4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways

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.

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- 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.
- 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

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| | 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 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 | Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and |

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| <p>productivity, increase collaboration and communicate effectively.</p> | <p>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

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

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| <p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Role play/skits ● Turn and talk ● Draw pictures ● Discussion circle ● Participation/observations ● Questioning ● Expressive language prompt | <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Turn and Talks ● Discussion Circles ● DOLs ● Centers ● Vocabulary Boxes ● Projects ● ChatterPix ● Flipgrid <p>Student Assessment</p> <p>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:</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.</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 |

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| Knowledge & Skills |
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| <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Animals have special characteristics and behaviors that help them survive in their environments. | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● Just how smart are animals? ● How do animals use their traits and behaviors to survive? |
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| <ul style="list-style-type: none"> • Stories, pictures, and informational texts help us learn about animals from different places and cultures. • People around the world observe, study, and learn from animals in many ways. • Clear language, correct vocabulary, and sentence structure help us share ideas about animals and science. • Animals are affected by changes in their habitats, including climate change. • Protecting animals and respecting diverse cultures help keep Earth healthy and fair for everyone. | <ul style="list-style-type: none"> • How do pictures and words help us understand animals and their environments? • How are animals viewed and studied in different cultures around the world? • How does climate change affect animals and their habitats? • Why is it important to respect different cultures and perspectives when learning about animals? • How can clear writing help us share information about animals and science? |
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| <p>Content: <u>Students will know:</u></p> <ul style="list-style-type: none"> • The meaning and use of key academic vocabulary in sentences to express ideas. • How to make connections between ideas using language frames. • How to describe the human characteristics of animals or pets in sentences. • How to retell a story using complete sentences and sentence stems. • The meaning and use of homophones in defining academic vocabulary. • The importance of using grade-level vocabulary to describe illustrations from different cultures. • How to use different sentence types (statement, exclamation, command, question) in a paragraph. • The sequence of events in the story of Animal Smarts and how to use sequential vocabulary to describe them. • How to analyze photos from the story using keywords and content vocabulary. • How to write compound sentences about chimps of Fongoli using different connecting words (and, but, or). • The structure and purpose of a business letter, including how to use keywords, compound sentences, and homophones. | <p>Skills: <u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Use key academic words in vocabulary routines to express ideas in complete sentences. • Use language frames to make connections between ideas and information. • Write sentences describing the human characteristics of an animal or pet. • Retell a story using complete sentences and sentence stems. • Use homophones in language frames to define academic vocabulary. • Use grade-level vocabulary to describe illustrations from other cultures in complete sentences. • Write a paragraph that includes a statement, exclamation, command, and question, relating to previous stories. • Use sequential vocabulary to sequence the events in the story of Animal Smarts. • Use keywords and content vocabulary to analyze photos from the story in complete sentences. • Write two compound sentences about chimps of Fongoli, using different connecting words (and, but, or). • Write a business letter to a scientist, using keywords, compound sentences, and homophones. |
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Core Instructional & Supplemental Materials

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| Suggested Activities/Resources: | Varied Levels of Text: |
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| <p>Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Write about how a story relates to your life and make a connection ● Research animals from different cultures and create Google Slides presentation ● Research animal scientists (ie. Steve Irwin) and share oral presentation using a poster or Google Slide ● Have students share photos of their pets at home ● Have students research stories about an animal that interests them from one or more cultures (ie. pandas in China) and share their findings with the class | <ul style="list-style-type: none"> ● Reach Higher Teacher's Book ● Reach Higher Student Book ● Reach Higher Digital Platform: learn.eltngl.com ● National Geographic Animals ● Reading A-Z ● Epic! ● Reading IQ ● Unite for Literacy ● Vooks.com <p>Read Alouds:</p> <ul style="list-style-type: none"> ● Animal Adaptations - EdPuzzle ● Animal Books - GetEpic! ● Steve Irwin Read Aloud - GetEpic! ● Animal Intelligence - Readworks ● <i>Kitchen Caper - A Trickster Tale</i> by Robyn Montana Turner ● <i>Mouse Deer and Farmer - A Trickster Tale</i> from Southeast Asia by Aaron Shepard ● <i>Animal Smarts</i> by Leslie Hall ● <i>The Clever Chimps of Fongoli</i> by Elizabeth Sengel |
| <p>Supplemental Resources:</p> <ul style="list-style-type: none"> ● Conjunction Worksheets - 15 Worksheets ● Amazing Animals Playlist - Youtube ● Wordwall ● CENGAGE ● National Geographic ● Scholastic News | <p>ESL Specific Resources:</p> <ul style="list-style-type: none"> 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/ |

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| UNIT 3: Amazing Places - Geography | Duration: 45 days |
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Introduction

In this unit, students will have an understanding of why it is useful to learn about other places. Students will also know how maps can show a lot more of the world. Students will know how to use language frames to give directions using both a map and a globe. They will know the different continents and countries and how we can differentiate between them. Students will use academic language to describe extreme places around

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the world and research why and how they are extreme. They will use compound words in sentences to describe different aspects of geography. Students will also use countable and uncountable plurals in complete sentences to describe photos of the world.

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
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Special Education/Students with Disabilities:

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- Extra Materials Provided
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- 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.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.
- RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
- RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
- RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

Writing Domain

- W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - Provide reasons that are supported by facts from texts and/or other sources.
 - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - Provide a conclusion related to the opinion presented.
- W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
 - Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a conclusion related to the information or explanation presented.
- W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

- L. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- M. Use a variety of transitional words and phrases to manage the sequence of events.
- N. Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
- O. Provide a conclusion that follows from the narrated experiences or events.
- W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

Speaking and Listening Domain

- SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - I. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - J. Follow agreed-upon rules for discussions and carry out assigned roles.
 - K. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - L. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- opportunity to integrate climate change education.
- SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Language Domain

- L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - G. Read grade-level text with purpose and understanding.
 - H. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - I. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
 - Q. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
 - R. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
 - S. Use independent clauses and coordinating conjunctions.
 - T. Form irregular verbs; form and use progressive tenses.

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- U. Form and use possessive nouns and pronouns.
- V. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
- W. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
- X. Use apostrophes for possession.
- L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
 - G. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
 - H. Write affixed words that involve a sound or spelling change in the base word.
 - I. Spell grade-appropriate words correctly, consulting references as needed.
- L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - G. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - H. Choose words and phrases to convey ideas precisely.
 - I. Choose punctuation for effect.
- L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

New Jersey Student Learning Standards: Social Studies (NJSLSS)

- 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.

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

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- 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.
- 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).

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| Career Readiness, Life Literacies, and Key Skills Practices | |
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| 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 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 | 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 |

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| aligned to personal goals. | 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. |

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| Social Emotional Learning Standards |
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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

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- 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:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

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.

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.

Summative Assessments:

- Rubrics
- Chapter project based learning

Benchmark Assessments:

- Chapter assessment

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Knowledge & Skills

Enduring Understandings:

- Maps and globes help us understand where places are located on Earth and how the world is connected.
- Words, root words, and academic vocabulary help us better understand texts about places and the planet.
- Earth has many different environments, including extreme places, that are home to people, plants, and animals.
- Photographs and captions provide important information about places around the world.
- Climate change can affect Earth's extreme environments and the people who live there.
- Learning about different places helps us respect diverse cultures and understand how communities adapt to their environments

Essential Questions:

- Why learn about other places?
- How do maps and globes help us learn about the world?
- How does vocabulary help us understand information about places on Earth?
- What makes a place extreme?
- How do photographs and captions help us learn about different places?
- How does climate change affect Earth's extreme environments?
- Why is it important to respect and include people and cultures from all parts of the world?

Content:

Students will know:

- The meanings of key vocabulary words and how to define them in complete sentences.
- The meaning of root words and how to use them in sentences.
- How context clues help identify the meaning of figurative language.
- The names of continents and countries and how to identify them on maps and globes.
- The difference between singular and plural nouns and how they apply to geography.
- How language frames can help describe a place and provide directions.
- Descriptive language to describe photos of extreme places on Earth.
- How to identify and define compound words.
- The differences between countable and uncountable nouns.
- How to use keywords, language frames, and background knowledge to explain and describe photos.

Skills:

Students will be able to:

- Use language frames to give directions to a partner using a map or a globe.
- Use vocabulary routines to define key words in complete sentences.
- Clarify the meanings of language or keywords from a story using vocabulary routines.
- Identify the meanings of root words and use them in complete sentences.
- Use context clues to determine the meanings of figurative language in a text.
- Use the story to identify continent and country names.
- Use singular and plural nouns in complete sentences to describe geography, maps, or globes.
- Use language frames and background knowledge to describe a place in complete sentences.
- Use descriptive language to describe photos related to the unit.
- Use complete sentences to describe extreme places on Earth using keywords from the Extreme Earth text.
- Determine the meanings of compound words and define them with a partner.

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| | <ul style="list-style-type: none"> ● Use keywords and language frames to explain what is happening in photos from Photographing the World. ● Identify the differences between countable and uncountable plurals and use them in a complete sentence to describe photos of the world. ● Focus on plural nouns and compound words and use complete sentences to write about an extreme place on Earth. |
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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"> ● Students research an extreme place and create Google Slide/Poster presentation ● Students compare extreme places and describe their differences using keywords from unit ● Use a globe or map to locate extreme places on Earth ● Explain the differences between landforms and features of different places on Earth ● Use a globe to mark places they've been to or wish to travel to | <p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Reach Higher Teacher's 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:</p> <ul style="list-style-type: none"> ● <i>What The Future Holds</i> by Robyn Montana Turner ● <i>A Map in the Sky</i> by Eloise Vivanco ● <i>Extreme Earth</i> by Beth Geiger ● <i>Photographing the World</i> by Kristin Cozort ● Extreme Places Books - GetEpic! ● Earth's Extreme Places - Kids Discover ● Extreme Places - Readworks ● Natural Wonders - HMH |
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| <p>Supplemental Resources:</p> <ul style="list-style-type: none"> ● Wordwall ● CENGAGE ● National Geographic ● Scholastic News ● Geography Activities - Edpuzzle ● Extreme Places - Edpuzzle ● Death Valley - Youtube ● Singular to Plural Nouns - 15 Worksheets | <p>ESL Specific Resources:</p> <ul style="list-style-type: none"> 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 |
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<https://www.esflashcards.com/>

<http://www.freeeslmaterials.com/flashcards.html>

<https://www.colorincolorado.org/>

UNIT 4: Power of Nature - Natural Resources

Duration: 45 days

Introduction

In this unit, students will have an understanding of how nature provides things that we need to live. Students will also know that energy resources and fossil fuels derive from natural resources and that there are positive and negative environmental effects using these resources. Students will also know how to use exaggeration in sentences and use 'to be' and 'to have' in sentences related to the context. Students will also use figurative language and similes to compare to unlike forces of nature.

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
- 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

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

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- 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.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
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- SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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 - O. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - P. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- opportunity to integrate climate change education.
- SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Language Domain

- L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and

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morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

- L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - J. Read grade-level text with purpose and understanding.
 - K. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - L. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
 - Y. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
 - Z. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
 - AA. Use independent clauses and coordinating conjunctions.
 - BB. Form irregular verbs; form and use progressive tenses.
 - CC. Form and use possessive nouns and pronouns.
 - DD. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
 - EE. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
 - FF. Use apostrophes for possession.
- L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
 - J. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
 - K. Write affixed words that involve a sound or spelling change in the base word.
 - L. Spell grade-appropriate words correctly, consulting references as needed.
- L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - J. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - K. Choose words and phrases to convey ideas precisely.
 - L. Choose punctuation for effect.
- L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Next Generation Science Standards (NGSS)

- 4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Visual and Performing Arts

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.

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- 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.
- 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

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- 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

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| 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 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. |

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| <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 |
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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

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- 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:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

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.

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| | <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 |

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| Knowledge & Skills |
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| <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Wind and water are powerful natural resources that shape Earth and affect how people and animals live. ● Words, images, and stories help us understand how nature works and how people interact with the environment. ● Cause-and-effect relationships explain why things happen in nature and in stories. ● People in different cultures use and value natural resources, such as water, in different ways. ● Climate change can affect wind patterns, water availability, and weather around the world. ● Respecting diverse cultures helps us understand different perspectives on caring for the Earth. | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do we relate to nature? ● How do wind and water affect the world around us? ● How can photos and keywords help us understand science and nature? ● What happens when there is not enough water? ● How do people in different cultures use and protect water? ● How does climate change affect wind, water, and living things? ● How can stories and language help us share ideas about nature and the environment? |
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| <p>Content:</p> <p>Students will know:</p> <ul style="list-style-type: none"> ● The meanings of key vocabulary words and how to define them in complete sentences. ● How wind works and how to describe photos of wind in action using descriptive language. ● The relationship between causes and effects and how to use a cause and effect chart to explain events. ● The importance of water and what happens if there is no water. ● The difference between needs and wants and how people use water in different ways. | <p>Skills:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Use vocabulary routines to define key words in complete sentences. ● Use descriptive language and keywords to describe photos of wind in action. ● Use a cause and effect chart to explain the reason something happens and its effect. ● Use cause and effect language frames to explain what happens if there is no water (e.g., Because there is no water, ____). ● Discuss needs and wants using sentence stems to describe how people use water in different ways. ● Use present-tense action verbs to explain |
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- The function of present-tense action verbs to describe events that happen regularly or now, especially in relation to wind.
- The sequence of events in the story of Ozzie Bear and how sequential language helps describe them.
- What exaggeration means and how visuals from the story help identify it.
- How to compare two things using “like” and “as” in sentences.
- The meanings of multiple meaning words in relation to nature.
- How food words are borrowed from other languages and their connection to culture.
- The use of present-tense forms of be and have in sentences.
- How to create a short story using exaggeration, present-tense action verbs, and present-tense forms of be and have.
- How different cultures use and value water.

- things that happen now or regularly, especially about wind.
- Use vocabulary routines to define key words in complete sentences.
 - Use sequential language to sequence the story of Ozzie Bear.
 - Use visuals from the story to identify and explain the meaning of exaggeration.
 - Use “like” and “as” to compare two things in complete sentences.
 - Identify and use multiple meaning words in sentences related to nature.
 - Identify and discuss food words borrowed from other languages.
 - Write a short paragraph using present-tense forms of be and have in sentences.
 - Use exaggeration, present-tense action verbs, and present-tense forms of be and have to write a short story.
 - Discuss what happens when there is no water using cause and effect language.
 - Compare how different cultures use and value water through discussion.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

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

- Research where wind farms can be found, and how much electricity they generate in a presentation or Google Slides
- Identify on a map or globe of Tornado Alley and research which states are most at risk

Varied Levels of Text:

- Reach Higher Teacher’s Book
- Reach Higher Student Book
- Reach Higher 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:

- *Wind at Work* by Beth Geiger
- *Water The Blue Gold* by Alexandra Cousteau, with Carol Verbeek
- *Ozzie Bear* by Eloise Vivanco
- *Nature Inside Us - Feasts of Nature* by Eloise Vivanco
- [List of Tall Tales](#)

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Supplemental Resources:

- Renewable Energy - [Edpuzzle](#)
- Renewable Energy - [Youtube](#)
- Renewable Energy Books - [GetEpic!](#)
- Renewable Energy - [Readworks](#)
- How do wind turbines work? - [Youtube](#)
- Renewable vs. Nonrenewable Energy - [Generation Genius](#)
- Science Worksheets - [15 Worksheets](#)
- Present Tense Worksheets - [15 Worksheets](#)
- The verb to be worksheets - [15 Worksheets](#)
- 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/>