

READINGTON TOWNSHIP PUBLIC SCHOOLS
Fourth and Fifth Grade
Multilingual Learning Curriculum 2026

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I. PURPOSE AND OVERVIEW:

The English as a Second Language (ESL) program provides multilingual learners with systematic language instruction that develops listening, speaking, reading, and writing skills while supporting success across all academic content areas. Instruction is aligned with grade-level standards and emphasizes meaningful communication, academic language development, and cultural responsiveness. Through engaging, standards-based lessons, students build the language skills and confidence needed to actively participate in classroom learning and become independent, lifelong learners.

II. GOALS

The goal of the ESL curriculum is to accelerate English language development while honoring and building upon students' linguistic and cultural backgrounds. Students will develop the ability to communicate effectively in social and academic settings, strengthen literacy skills through authentic reading and writing experiences, and apply language strategies across content areas. Instruction is designed to foster critical thinking, collaboration, and increasing independence as students progress toward English language proficiency.

III. ASSESSMENT

Student progress is monitored through a balanced approach to assessment that includes formative and summative measures. Teachers use classroom observations, language samples, performance-based tasks, reading and writing assessments, and student discussions to evaluate growth in listening, speaking, reading, and writing. Assessment data informs instruction, supports differentiation, and ensures students continue to make progress toward English language proficiency and grade-level academic expectations.

In addition to classroom-based assessments, multilingual learners participate annually in the **WIDA ACCESS for ELLs®** assessment. This statewide English language proficiency assessment measures students' progress in the four language domains and provides valuable information for instructional planning, placement decisions, and monitoring progress toward English language proficiency. Results from the WIDA ACCESS, along with ongoing classroom assessment data, ensure that instruction is responsive to each student's individual language learning needs.

IV. FOURTH AND FIFTH GRADE PACING GUIDE

4-5 Theme Map
Academic Language Bridge
(Aligned to 4-5 ELA Themes)

Time of Year	ESL Theme	ELA Connection	Language Functions
Unit 1	Reading to Learn	Nonfiction/research	Summarize, explain
Unit 2	Understanding Characters and Perspectives	Literary analysis	Compare, infer, justify
Unit 3	Social Issues and Advocacy	Opinion/argument	Support, defend
Unit 4	History, Culture, and Research	Historical fiction/content literacy	Analyze, synthesize

Grade Band: 4-5
Unit 1~
Reading to Learn

Essential Question:

How can readers use nonfiction texts to understand, learn, and explain new information?

Essential Understandings		
Students will understand that: • Readers use context clues and word parts to determine the meaning of unfamiliar vocabulary • Text features such as headings, captions, diagrams, glossaries, and bold words provide important clues • Readers can use text evidence to support their thinking and explain what they learned • Main ideas and supporting details help understand important information		
Connected ELA Unit		
Grade 4: Unit 1 Up the Ladder Reading: Nonfiction Unit 3 Reading the Weather, Reading the World Nonfiction Reading		
Grade 5 Unit 2 Tackling Complexity: Moving Up Levels Of Nonfiction		
Key Language Use ☒ Inform ☐ Narrate ☐ Explain ☐ Argue	Language Functions • Summarize important information using their own words • Support ideas with text evidence • Explain information learned from text • Identify and describe main ideas and supporting details • Identify text features	WIDA ELD Standard Focus • Language for LA • Language for Social and Instructional Purposes

Language Objectives		
Listening <i>Students will listen to informational texts,, read by the teacher or audio, teacher explanations, and peer discussion to identify main ideas, key details, and vocabulary to understand the research topic.</i> Speaking <i>Students will orally summarize information using key details and vocabulary in complete sentences.</i> Reading <i>Students will read nonfiction texts at their level to identify the main idea, supporting details, and text features to gather information about a topic.</i> Writing <i>Students will write a summary explaining a nonfiction research topic by organizing the information with a main idea and supporting details using text evidence and vocabulary.</i>		
Unit Vocabulary		
Social/Functional Language • I agree/ disagree... • I think.... • Can you explain...? • What do you mean..? • My evidence is.... • The text states..... • Another important detail is..... • According to the text.....	Academic Language • Analyze • Explain • Paraphrase • Infer • Conclude • Evaluate • Relevant • Central idea • Key information	Content Vocabulary • Table of contents • Fact • Summary • Diagram • Subheading • Source • Text evidence • Note- taking
Differentiation by Proficiency		
Band 1 (ACCESS 1.0 - 2.9) Supports: • Visuals • Highlighted key details • Word banks • Sentence frames	Expected Output: • Identify the topic and main idea using phrases or simple sentences • Copy relevant facts • Orally share information	

• Small group instruction • Repeated directions	
Band 2 (ACCESS 3.0 - 4.4) Supports: • Scaffolded text • Vocabulary pre-taught • Guided note-taking • Paragraph frames • Peer support	Expected Output: • Explain main idea and supporting details using complete sentences • Note taking • Use of academic vocabulary
Band 3 (ACCESS 4.5+) Supports: • Grade-level text • Vocabulary • Peer discussion and feedback • Graphic organizers	Expected Output: • Use of multiple nonfiction sources • relevant details • Summary and supporting details
Domain Supports	
Listening: Strategies for students with lower listening scores • Chunk information • Preview vocabulary • Guided notes Speaking: Strategies for students with lower speaking scores • Modeling • Word banks • Visuals and note supports Reading: Strategies for students with lower reading scores • Text features • Main idea organizers • Think-alouds Writing: Strategies for students with lower writing scores • Transition lists • Oral rehearsal • shared/ interactive writing	

Formative Assessments
• Stop and Jot • Text Feature Hunt • Evidence Hunt • 3-2-1 Reflection
Performance Task
Students will choose a nonfiction topic that interests them and become an expert on that topic. Students will read a variety of texts, gather information, and create a product of their choosing that teaches others about the topic.
SEL Connections
<u>Self Awareness</u> Students: • Identify strategies to help understand • Problem-solve as challenges occur Teacher Look-Fors: • Strategies that support their learning • Identify confidence <u>Self Management</u> Students: • Manage time and materials • Set goals Teacher Look-Fors: • Engagement • Ask for support <u>Social Awareness</u> Students: • Collaborate with peers • Understand others' points of view Teacher Look-Fors: • Students listening • Response to peers <u>Relationship Skills</u> Students: • Peer interactions • Asking questions for better understanding

Teacher Look-Fors:

- Students listening
- Ask clarifying questions

Responsible Decision-Making**Students:**

- Understand facts vs opinion
- Clarify information when needed

Teacher Look-Fors:

- Support ideas with evidence
- Explain why

Classroom Transfer Connections (Push-in)

ELA: summarize nonfiction texts, paraphrase information, cite text evidence

Math: read and interpret word problems, use of models, charts, and graphs

Science: gather information from multiple sources, vocabulary related to content, explain observations

Social Studies: historical events, compare information and summarize

Grade Band: 4-5

Unit 2~

Understanding Characters and Perspectives**Essential Question:**

How can readers use evidence from a story to understand a character's thoughts, feelings, actions, and perspectives?

Essential Understandings

Students will understand that:

- Characters' actions and words can show their thoughts and feelings
- Different characters can have different perspectives about the same event
- Readers can make inferences about characters using clues from the text
- Characters can change throughout the text based on experiences

Connected ELA Unit		
Grade 4: Unit 2 Interpreting Characters: The Heart of the Story Grade 5: Unit 1: Interpretation Book Clubs Analyzing Themes Unit 3 Author Study: Reading Like a Fan		
Key Language Use ☐ Inform ☒ Narrate ☐ Explain ☐ Argue	Language Functions • Describe • Explain • Infer • Compare and contrast	WIDA ELD Standard Focus • Language for Language Arts
Language Objectives		
Listening <i>Students will listen to literary texts to identify details about characters' thoughts, feelings, actions, and perspectives to make inferences and compare characters.</i>		
Speaking <i>Students will verbalize characters' differences and traits, inferences, and motivation to discuss literary texts.</i>		
Reading <i>Students will read and analyze literary texts to identify character traits, feelings, motives, and actions to have a deeper understanding of the plot.</i>		
Writing <i>Students will write responses to explain or justify characters' traits, motives, and actions with text evidence.</i>		
Unit Vocabulary		
Social/Functional Language • I believe.... • I noticed... • I disagree... • I can infer... • This shows.... • I know this because....	Academic Language • Contrast • Explain • Justify • Interpret • Evaluate • Examine • Relationship • viewpoint	Content Vocabulary • Plot • Theme • Inference • Conflict • Experience • First person • Third person • narrator

Differentiation by Proficiency	
Band 1 (ACCESS 1.0 - 2.9) Supports: • Visuals for character • Illustrated texts • Audio support • Sentence frames	Expected Output: • Identify story elements • Identify similarities and differences • Match traits
Band 2 (ACCESS 3.0 - 4.4) Supports: • Vocabulary preview • Audio after reading for clarification • Modeled work • Paragraph frames	Expected Output: • Describe characters, feelings, conflict • Simple sentences • Use of evidence
Band 3 (ACCESS 4.5+) Supports: • Note- taking • Peer discussion • Multiple texts • Graphic organizers	Expected Output: • Make inferences • Make connections • Compare and contrast • Summarize
Domain Supports	
Listening: Strategies for students with lower listening scores • Read-alouds with characters with visuals • Check for understanding • Use of gestures or facial expressions Speaking: Strategies for students with lower speaking scores • Model academic language • Word banks • Character cards • Small group Reading: Strategies for students with lower reading scores • Model characters actions and thoughts • Highlight evidence • Small group	

Writing:

Strategies for students with lower writing scores

- Use of examples
- Shared writing
- Orally state before writing

Formative Assessments

- Character profile
- Stop and Jot
- Quote to character matching
- What would the character do?

Performance Task

Students choose a character from a story and create a product that demonstrates their understanding of the character's traits, feelings, thoughts, and motivations.

SEL Connections**Self Awareness****Students:**

- Reflect on their own feeling and connect with characters
- Understanding of characters' actions or motives

Teacher Look-Fors:

- Personal connections
- Interpretation of character

Self Management**Students:**

- Strategies when text is more complex
- Organization in materials and work

Teacher Look-Fors:

- Use of strategies
- Presentation of work

Social Awareness**Students:**

- View another's perspective
- Notice differences in people and their beliefs

Teacher Look-Fors:

- Students show empathy and compassion

- Engagement with peers and asking questions for deeper understanding

Relationship Skills

Students:

- Collaboration with peers
- Listening
- Build on others' ideas

Teacher Look-Fors:

- Turn-taking and speaking
- Asking questions

Responsible Decision-Making

Students:

- Evaluate decisions both negative and positive
- The impact decisions have on relationships

Teacher Look-Fors:

- Explain why a character chose something
- Support opinions with evidence

Classroom Transfer Connections (Push-in)

ELA: theme, making inferences, character analysis, perspectives

Math: justification in mathematical thinking, problem solving with multiple strategies, infer data

Science: observations, perspectives, and explanations, evidence, conclusions

Social Studies: historical events and actions by people, perspectives, infer reasons behind actions

Grade Band: 4-5
Unit 3~
Social Issues and Advocacy

Essential Question:

How can readers understand social issues and use evidence from texts to advocate for positive change?

Essential Understandings		
Students will understand that: • Social issues affect people and communities • Authors may have different opinions and views • Readers use multiple sources to form an opinion on an issue • To effectively communicate ideas, use evidence, be clear and respectful		
Connected ELA Unit		
Grade 4: Unit 3 Reading the Weather, Reading the World Nonfiction Reading Unit 4 Social Issues Book Clubs: Applying Analytical Lenses Across Literature and Informational Texts Grade 5: Unit 4 Argument and Advocacy: Researching Debatable Issues (Unit 3) (Text Sets & Research Groups)		
Key Language Use ☒ Inform ☐ Narrate ☒ Explain ☒ Argue	Language Functions • Support • Persuade • Discuss • Justify • Compare • Analyze • Cause and effect	WIDA ELD Standard Focus • Language for LA • Language for Social and Instructional Purposes • Language for Science • Language for Social Studies
Language Objectives		
Listening <i>Students will listen to informational texts, discussions, and multiple perspectives about social issues to identify claims, reasons, and supporting evidence.</i>		

Speaking

Students will participate in discussions and debates, stating opinions and supporting claims with evidence.

Reading

Students will read and analyze informational text and arguments to identify an author's claim, reasons, and evidence to support an argument.

Writing

Students will write an opinion/ argument piece to introduce a claim, provide evidence, and reasons to defend their position.

Unit Vocabulary		
Social/Functional Language • I believe... • I agree... • I disagree.. - Because..... • I would like to add... • Can you explain more? • What evidence supports...? • One example.... • This is important because.....	Academic Language • Persuade • Conclude • Develop • Respond • Defend • Argument • Evidence • Reasoning • Opinion • Compare • contrast	Content Vocabulary • Advocate • Community • Problem • Solution • Rights • Responsibility • Equality • Fair • Access • Change • Impact • issue
Differentiation by Proficiency		
Band 1 (ACCESS 1.0 - 2.9) Supports: • Visuals including videos • Preteach vocabulary with pictures • Audio texts • Simplified texts • Modeling	Expected Output: • Use of language vocab, “One reason....” • State opinion • Provide two- three reasons	

Band 2 (ACCESS 3.0 - 4.4) Supports: • Leveled text with vocabulary • Modeling • Peer reading • Transition words • Discussion stems	Expected Output: • Explain opinion with reasons in complete sentences • Participation in discussions • Supporting evidence
Band 3 (ACCESS 4.5+) Supports: • Use of multiple texts • Note taking • Debates with peers • Open-ended questions	Expected Output: • Develop claims and evidence • Use of multiple resources • Persuasive arguments
Domain Supports	
Listening: Strategies for students with lower listening scores • Use of visuals and videos for vocabulary • Provide background knowledge • Chunk information Speaking: Strategies for students with lower speaking scores • Sentence frames • Partner discussions • Modeling of debate Reading: Strategies for students with lower reading scores • Highlight evidence • Leveled text • Preteach vocabulary • Paired reading Writing: Strategies for students with lower writing scores • Transition words • Anchor chards • Orally state before writing	

Formative Assessments
• KWL Chart • Exit Ticket • Perspective Chart • Cause and Effect graphic organizer • Fact vs Opinion
Performance Task
Students choose an issue, gather information and evidence, and create a product that informs a solution to an issue.
SEL Connections
<u>Self Awareness</u> Students: • Share personal experiences that shaped their opinions • Recognize differences in people Teacher Look-Fors: • Explain perspectives • Understanding influences on an issue <u>Self Management</u> Students: • Set goals • Revise work • Ask for feedback Teacher Look-Fors: • Focus during academic block • Revision of work to make it stronger <u>Social Awareness</u> Students: • Understand multiple perspectives • Understand social issues • Implications of social issues on a community Teacher Look-Fors: • Solution to issues • Explaining issues and their impact

Relationship Skills

Students:

- Listening to peers
- Collaborating

Teacher Look-Fors:

- Peer interactions
- Respectful language when disagreeing

Responsible Decision-Making

Students:

- Look for more than one solution
- Gather information
- Provide real evidence

Teacher Look-Fors:

- Facts vs opinion
- Support of reasoning
- Multiple resources

Classroom Transfer Connections (Push-in)

ELA: opinion, arguments, analyze text, support and defend claims

Math: problem-solving strategies, support claims from graphs and charts, explain their why

Science: scientific evidence, support claims, use of evidence from research, impacts of findings

Social Studies: historical and civic issues, multiple perspectives, arguments with evidence, advocacy, impact on communities

Grade Band: 4-5
Unit 4~
History, Culture, and Research

Essential Question:

How can reading help us understand history, cultures, and different perspectives?

Essential Understandings		
Students will understand that: • Different cultures have their own traditions, beliefs, and experiences • Readers gather information from a variety of texts to get a deeper understanding • Readers ask questions, gather information, and organize their learning • Reading helps us learn about people around the world		
Connected ELA Unit		
Grade 4: Unit 5 Historical Fiction Clubs Grade 5: Unit 1 Interpretation Book Clubs Analyzing Themes		
Key Language Use ☐ Inform ☒ Narrate ☐ Explain ☐ Argue	Language Functions • Explain • Support • Sequence • Summarize	WIDA ELD Standard Focus • Language for LA •
Language Objectives		
Listening <i>Students will listen to historical texts to identify important details about historical events, cultures, people, and perspectives to make connections and build understanding.</i>		
Speaking <i>Students will discuss historical events, cultures, people, and perspectives using vocabulary and text evidence.</i>		
Reading <i>Students will read historical fiction and informational text to analyze characters, events, perspectives, and cultures to deepen understanding of history.</i>		

Writing

Students will write responses that analyze historical events, characters, and perspectives from multiple sources to provide evidence using academic language.

Unit Vocabulary**Social/Functional Language**

- I noticed...
- I think...
- I wonder....
- Can you explain...?
- The text shows....
- This reminds me of ...
- What evidence supports that?
- I have a question...
- According to ...

Academic Language

- Cause and effect
- Conclusions
- Categorize
- Research
- Summarize
- Cite evidence
- Cite sources
- Organize information
-

Content Vocabulary

- Economy
- Conflict
- Resolution
- Government
- Heritage
- Geography
- Tradition
- Belief
- Custom

Differentiation by Proficiency**Band 1 (ACCESS 1.0 - 2.9)****Supports:**

- Background knowledge with visuals
- Audio, text, and videos
- Vocabulary with pictures

Expected Output:

- Identify important people and places
- Draw and label

Band 2 (ACCESS 3.0 - 4.4)**Supports:**

- Timelines
- Preteach vocabulary
- Highlight important details

Expected Output:

- Explain historical details
- Name events
- Simple sentences to describe in writing

Band 3 (ACCESS 4.5+)**Supports:**

- Leveled teach
- Independent research
- Note taking

Expected Output:

- Connections within multiple texts
- Paragraph summary

Domain Supports
Listening: Strategies for students with lower listening scores • Build background • Use of visual maps, photographs, videos • Vocabulary with pictures Speaking: Strategies for students with lower speaking scores • Sentence frames • Modeling • Rehearse before delivering information Reading: Strategies for students with lower reading scores • Small group • Peer reading • Strategies for identifying important information Writing: Strategies for students with lower writing scores • Graphic organizers • Vocabulary • Modeled writing
Formative Assessments
• Vocabulary matching • Sequence events • Summarizing with a partner • Stop and Jot • Exit ticket • Reading response journal entry
Performance Task
Students will research a historical period, event, or person and gather information from a variety of sources. Students will choose their own way to present the information using key vocabulary words and a timeline.

SEL Connections

Self Awareness

Students:

- Reflect on their own cultures
- Make connections to historical people
- Recognize experiences influence how they understand history

Teacher Look-Fors:

- Students making personal connections
- Understanding of perspectives

Self Management

Students:

- Persevere when it is challenging
- Focus during academic block
- organization

Teacher Look-Fors:

- Engagement during activities
- Organization
- Asking for help from peers or teachers

Social Awareness

Students:

- Listen to others' viewpoints
- Recognize that people experience events differently

Teacher Look-Fors:

- Show respect
- Consider others' viewpoints

Relationship Skills

Students:

- Collaboration with peers
- Problem solving

Teacher Look-Fors:

- Actions within group work
- Engagement during discussion

Responsible Decision-Making

Students:

- Evaluate information
- Use multiple sources and perspectives

Teacher Look-Fors:

- Explanation in reasoning
- Evidence from multiple sources

Classroom Transfer Connections (Push-in)

ELA: analyze historical fiction and information, character, setting, events, themes

Math: use of data, timelines, graphs, and charts to interpret information, analyze patterns

Science: historical discoveries, scientists, and events and the impact it has had over time

Social Studies: analyze historical events, cultures, and perspectives; use of timelines to understand events