

Course Name(s): English as a Second Language: Grades 3 - 4

Prerequisite: Placement is based on the district's screening process for ELLs

Course Code #: E9ESL

Level: n/a

Year: 5X

Credits: n/a

Course and Program Description: In our grade 3-4 ESL classes, students will work through four units of instruction that will help them to build the social and academic language needed to be successful as a an upper-elementary student. Students will develop English phonemic awareness, basic literacy skills, and make content connections. Students will develop an awareness of their peers' backgrounds in order to develop empathy for others within the environment of an American school system. Students will meet once a day in a small group setting and will work individually and with peers to develop social and academic English.

Course Proficiencies: Students who successfully complete this course will have developed the ability to communicate at an increased level of proficiency according to the four domains suggested by WIDA: listening, speaking, reading, and writing. The course proficiencies are organized according by language domain and English Language Proficiency (ELP) level. Grade 3-4 ESL students will receive instruction and be assessed according to his/her ELP. Students will be able to demonstrate their proficiency within each domain according to the “Can-do” statements or skills detailed in the chart below entitled, “Grades 3-4 Proficiencies.”

In addition to targeting the proficiencies for each ELP, students will also be expected to demonstrate their proficiency with the five WIDA English Language Development (ELD) Standards. These standards focus on the social, instructional and academic language needed in order to engage with their peers, teachers, and content across the curriculum. The five WIDA English Language Development Standards are:

ELD Standard 1	English language learners communicate for Social and Instructional purposes within the school setting.
ELD Standard 2	English language learners communication information, ideas and concepts necessary for academic success in the content area of Language Arts .
ELD Standard 3	English language learners communication information, ideas and concepts necessary for academic success in the content area of Mathematics .
ELD Standard 4	English language learners communication information, ideas and concepts necessary for academic success in the content area of Science .
ELD Standard 5	English language learners communication information, ideas and concepts necessary for academic success in the content area of Social Studies .

Grades 3 – 4 Proficiencies

Across the English Language Development Standards, students will develop the ability to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
L I S T E N I N G	<p>Point to stated pictures, words, or phrases</p> <p>Follow one-step oral directions (e.g., physically or through drawings)</p> <p>Identify objects, figures, people from oral statements or questions (e.g., “Which one is a rock?”)</p> <p>Match classroom oral language to daily routines</p>	<p>Categorize content-based pictures or objects from oral descriptions</p> <p>Arrange pictures or objects per oral information</p> <p>Follow two-step oral directions</p> <p>Draw in response to oral descriptions</p> <p>Evaluate oral information (e.g., about lunch options)</p>	<p>Follow multi-step oral directions</p> <p>Identify illustrated main ideas from paragraph-level oral discourse</p> <p>Match literal meanings of oral descriptions or oral reading to illustrations</p> <p>Sequence pictures from oral stories, processes, or procedures</p>	<p>Interpret oral information and apply to new situations</p> <p>Identify illustrated main ideas and supporting details from oral discourse</p> <p>Infer from and act on oral information</p> <p>Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media</p>	<p>Carry out oral instructions containing grade-level, content-based language</p> <p>Construct models or use manipulatives to problem-solve based on oral discourse</p> <p>Distinguish between literal and figurative language in oral discourse</p> <p>Form opinions of people, places, or ideas from oral scenarios</p>	L e v e l 6 - R e a c h i n g
S P E A K I N G	<p>Express basic needs or conditions</p> <p>Name pre-taught objects, people, diagrams, or pictures</p> <p>Recite words or phrases from pictures of everyday objects and oral modeling</p> <p>Answer yes/no and choice questions</p>	<p>Ask simple, everyday questions (e.g., “Who is absent?”)</p> <p>Restate content-based facts</p> <p>Describe pictures, events, objects, or people using phrases or short sentences</p> <p>Share basic social information with peers</p>	<p>Answer simple content based questions</p> <p>Re/tell short stories or events</p> <p>Make predictions or hypotheses from discourse</p> <p>Offer solutions to social conflict</p> <p>Present content-based information</p>	<p>Answer opinion questions with supporting details</p> <p>Discuss stories, issues, and concepts</p> <p>Give content-based oral reports</p> <p>Offer creative solutions to issues/problems</p> <p>Compare/contrast content-based functions and relationships</p>	<p>Justify/defend opinions or explanations with evidence</p> <p>Give content-based presentations using technical vocabulary</p> <p>Sequence steps in grade-level problem-solving</p> <p>Explain in detail results of inquiry (e.g., scientific experiments)</p>	

			Engage in problem-solving		
READING	<p>Match icons or diagrams with words/concepts</p> <p>Identify cognates from first language, as applicable</p> <p>Make sound/symbol/word relations</p> <p>Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)</p>	<p>Identify facts and explicit messages from illustrated text</p> <p>Find changes to root words in context</p> <p>Identify elements of story grammar (e.g., characters, setting)</p> <p>Follow visually supported written directions (e.g., “Draw a star in the sky.”)</p>	<p>Interpret information or data from charts and graphs</p> <p>Identify main ideas and some details</p> <p>Sequence events in stories or content-based processes</p> <p>Use context clues and illustrations to determine meaning of words/phrases</p>	<p>Classify features of various genres of text (e.g., “and they lived happily ever after” – fairy tales)</p> <p>Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram)</p> <p>Find details that support main ideas</p> <p>Differentiate between fact and opinion in narrative and expository text</p>	<p>Summarize information from multiple related sources</p> <p>Answer analytical questions about grade-level text</p> <p>Identify, explain, and give examples of figures of speech</p> <p>Draw conclusions from explicit and implicit text at or near grade level</p>
WRITING	<p>Label objects, pictures, or diagrams from word/phrase banks</p> <p>Communicate ideas by drawing</p> <p>Copy words, phrases, and short sentences</p> <p>Answer oral questions with single words</p>	<p>Make lists from labels or with peers</p> <p>Complete/produce sentences from word/phrase banks or walls</p> <p>Fill in graphic organizers, charts, and tables</p> <p>Make comparisons using real-life or visually-supported materials</p>	<p>Produce simple expository or narrative text</p> <p>String related sentences together</p> <p>Compare/contrast content-based information</p> <p>Describe events, people, processes, procedures</p>	<p>Take notes using graphic organizers</p> <p>Summarize content-based information</p> <p>Author multiple forms of writing (e.g., expository, narrative, persuasive) from models</p> <p>Explain strategies or use of information in solving problems</p>	<p>Produce extended responses of original text approaching grade level</p> <p>Apply content-based information to new contexts</p> <p>Connect or integrate personal experiences with literature/content</p> <p>Create grade-level stories or reports</p>

Alignment to New Jersey Student Learning Standards: In addition to targeting the English Language Development standards and the “Can-do” statements for each appropriate proficiency level, this course will also target the Grades 3-4 New Jersey Student Learning Standards for English Language Arts, Mathematics, Social Studies and Science. Listening, speaking, reading and writing will continue to be reinforced and assessed throughout the content standards all while keeping in the mind the WIDA ELDs and individual student proficiency level.

The Grades 3-4 ESL program will also aim to meet the following NJSLs for Educational Technology 8.1 and NJSLs for 21st Century Life and Careers:

Educational Technology (NSLS 8):

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Careers (NJSLS 9):

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

NJ Career Readiness Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Evaluative Criteria: Teachers utilize student observation checklists, formative assessments, daily participation in regards to independent, paired and/or collaborative group tasks, interpretive, interpersonal and presentational tasks and assessments, projects, integrated performance assessments, student self-assessments and peer assessments to evaluate the progress and/or achievement of the above stated proficiencies. Students in the ESL program will participate in the ACCESS for ELLs 2.0 annually until they meet the requirements to exit the ESL program.