

TOWNSHIP OF UNION PUBLIC SCHOOLS



ESL Grade 4

Curriculum Guide

Curriculum Guide Re Approved December 2018



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TOWNSHIP OF UNION PUBLIC SCHOOLS
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Assistant Superintendent.....Ms. Ann Moses
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Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

DEPARTMENT SUPERVISORS

All Academic Areas K-2	Ms. Maureen Corbett
Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
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Language Arts.....	Ms. Randi Moran
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ESL Grade 4

Curriculum Committee Members

Martha Recalde

Diana Zachek

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Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

This course has been designed to aid the students in learning to use the English language correctly and effectively by participating in a variety of language activities that foster the development of English language skills. In addition, an appreciation of various cultures and critical thinking are emphasized.

The ESL (English as a Second Language Program) is a pull-out program. The ELL (English Language Learner) is pulled out of the regular classroom for special instruction in ESL for the minimum of 30 minutes daily.

This guide has been created to assist fourth grade ELLs in meeting the goals required to master English language proficiencies as outlined by the WIDA and Common Core Standards. The guide consists of daily content and language objectives in the following areas: listening, speaking, reading, and writing. Lessons are based on research-based Treasure Chest by Macmillian/McGraw- Hill, which is a program specifically designed for ELLs using the ELA program, Treasures in the mainstream classroom.

Recommended Textbooks

Macmillian/McGraw-Hill Treasure Chest for English Language Learners Program Grade 4

Supplemental Book List:

Animals

Animals Should Definitely Not Wear Clothing

The Grouchy Ladybug

The Alphabet in Nature

Once Upon MacDonald's Farm

Animals Born Alive Well

Chickens Aren't the Only Ones

How the Camel Got His Hump

The Tiger Who Lost His Stripes

Welcome to the Greenhouse

The Mitten

J. Barrett

E. Carle

J. Feldman

S. Gammell

R. Heller

R. Heller

R. Kipling

A. Paul

J. Yolen

J. Brett

Baths

To Bathe a Boa

Harry the Dirty Dog

No More Baths

C. I. Kidrna

G. Zion

B. Cole

Body

The Magic School Bus Inside the Human Body

Goodness Gracious!

J. Cole

P. Cummings

The Dancing Skeleton

C. DeFelice

Cause and Effect

The Bee Tree

P. Polacco

If You Give a Mouse a Cookie

L. Numeroff

If You Give a Pig a Pancake

L. Numeroff

If You Give a Moose a Muffin

L. Numeroff

If You Take a Mouse to School

L. Numeroff

Circus

Circus

L. Ehlert

Chester the Worldly Pig

B. Peet

Classification/Sorting

Allsorts

T. Wells

Hats, Hats, Hats

A. Morris

A House Is A House For Me

M. Hoberman

People

P. Spier

Waldo Series

M. Handford

Clothing

The Jacket I Wear in the Snow

S. Nietzel

Million Dollar Jeans

R. Roy

No Roses for Harry

G. Zion

Something from Nothing

P. Gilman

The Principal's New Clothes

S. Calmenson

Hats, Hats, Hats

A. Morris

Course Proficiencies

Students will be able to...

Speaking

- State a main idea and fully explain with at least three or more supporting details.
- Answer and ask questions (polite, clear, brief, focused) in complete sentences.
- Present an oral report (book report, current event, hobby talk, demonstration).

Listening

- Use active listening to summarize, respond, and recall main ideas, sequences, and important details.
- Express and support an opinion given topic.

Writing

- Use capitalization and punctuation correctly.
- Use parts of speech (noun, pronoun, verb, adjective, and adverb).
- Identify and write verb tenses, using rules learned.
- Identify subjects and predicates
- Use verbs, adjectives, and adverbs to elaborate and revise their own writing sample.
- Correctly use contractions, compound words, synonyms and antonym pairs.
- Write quotations correctly.
- Develop an expository paragraph containing topic sentence, supporting details and closing sentence, or conclusion.

- Write a narrative which includes (setting, problem, action, climax, ending) revolving around a speculative prompt, using story elements as a guideline.
- Edit and revise writing for appropriate grammar, spelling, punctuation and capitalization through drafting process.
- Use of variety of literary techniques which include similes, metaphors, dialogue, idioms, onomatopoeia, alliteration, personification.

Reading

- Recall literal details from story or passage read.
- Use illustrations and prior knowledge to predict outcomes.
- Recognize sequence of events.
- Draw conclusions and make inferences.
- Distinguish between fact and opinion.
- Compare and contrast (characters, events).
- Identify story elements – problems and solutions.
- Identify author's purpose for writing.
- Identify examples of figurative language in story read.
- Use context clues to identify story meaning.
- Use glossary, dictionary, and thesaurus to locate word meaning.
- Use variety of graphic aids to organize information.

Curriculum Units

Unit 1: **Growing Up**

Unit 2: **Making a Difference**

Unit 3: **Power of Words**

Unit 4: **Working Together**

Unit 5: **Habitats**

Unit 6: **Problem Solving**

* Holidays and cultural responsiveness will be taught and discussed throughout the year.

Pacing Guide- Course

Content

Number of Days

Unit 1: Growing Up

October-Early November

30 days

Unit 2: Making a Difference

Mid-November- December

30 days

Unit 3: Power of Words

Late December-January

30 days

Unit 4: Working Together

February-Mid March

30 days

Unit 5: Habitats

Mid-March-April

30 days

Unit 6: Problem Solving

May-June

30 days

Unit 1: Growing Up

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 1: Helping Others</u></p> <ul style="list-style-type: none"> • How do you feel when you help someone? • How do you help people at school? <p><u>Week 2: Mysteries</u></p> <ul style="list-style-type: none"> • What is a mystery? • Have you ever solved a mystery? How? <p><u>Week 3: Kids and Jobs</u></p> <ul style="list-style-type: none"> • What kind of jobs do you do? • What jobs do you think are fun? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language</p> <p><u>Reading</u> Make Inferences, Character, Setting and Plot, Compare and Contrast, Character, Sequence</p> <p><u>Writing</u> Personal Narrative</p> <p><u>Grammar</u> Sentences, Subjects and Predicates, Compound and Complex Sentences, Run-on Sentences</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader's response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games • Holiday and Cultural activities 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations • Comprehension questions

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 4: New Places</u></p> <ul style="list-style-type: none"> • How do you feel when you are somewhere new? • What can you do to feel better? <p><u>Week 5: Volunteering</u></p> <ul style="list-style-type: none"> • Do you like helping others? Why? Why not? • Is there a cause you feel strongly about? <p><u>Holidays</u></p> <ul style="list-style-type: none"> • What is Columbus Day? • How do we celebrate Halloween? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language</p> <p><u>Reading</u> Make Inferences, Character, Setting and Plot, Compare and Contrast, Character, Sequence</p> <p><u>Writing</u> Personal Narrative</p> <p><u>Grammar</u> Sentences, Subjects and Predicates, Compound and Complex Sentences, Run-on Sentences</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader's response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games • Holiday and Cultural activities 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations • Comprehension questions

Unit 2: Making a Difference

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 1: Reacting to Unfairness</u></p> <ul style="list-style-type: none"> • How does it make you feel when you are being treated unfairly? • What are some things you can do when you have been treated unfairly? <p><u>Week 2: Hard Work</u></p> <ul style="list-style-type: none"> • How do you feel when something is hard to do? • What are some things that are hard for you? How can you get better at them? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language</p> <p><u>Reading</u> Author’s Purpose, Main Idea and Details, Cause and Effect, Sequence</p> <p><u>Writing</u> How-To Article</p> <p><u>Grammar</u> Nouns: Common and Proper, Singular and Plural, Irregular Plurals, Possessive</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader’s response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games • Holiday and Cultural activities 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations • Comprehension questions

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 3: Serving your Community</u></p> <ul style="list-style-type: none"> • Where do you live on a map? • What can a person do for his or her community? <p><u>Week 4: Cowboys</u></p> <ul style="list-style-type: none"> • Have you ever seen a cowboy? • What do you know about cowboys? <p><u>Week 5: Native and American Legends</u></p> <ul style="list-style-type: none"> • What is a story you know? • What is something you don't understand but could explain through a legend? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language</p> <p><u>Reading</u> Author's Purpose, Main Idea and Details, Cause and Effect, Sequence</p> <p><u>Writing</u> How-To Article</p> <p><u>Grammar</u> Nouns: Common and Proper, Singular and Plural, Irregular Plurals, Possessive</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader's response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games • Holiday and Cultural activities 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations • Comprehension questions

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Holidays</u></p> <ul style="list-style-type: none"> • What traditional food do people eat for Thanksgiving? • What do you know about Hanukkah? • How do people celebrate Kwanzaa? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language</p> <p><u>Reading</u> Author's Purpose, Main Idea and Details, Cause and Effect, Sequence</p> <p><u>Writing</u> How-To Article</p> <p><u>Grammar</u> Nouns: Common and Proper, Singular and Plural, Irregular Plurals, Possessive</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader's response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games • Holiday and Cultural activities 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations • Comprehension questions

Unit 3: Power of Words

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 1: Snakes</u></p> <ul style="list-style-type: none"> • Have you ever seen a snake? • How do snakes make you feel? • What makes snakes special compared to other animals? <p><u>Week 2: Someone You Are Not</u></p> <ul style="list-style-type: none"> • What is an animal that pretends to be different? • When is a time that you have pretended to be different than you are? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language</p> <p><u>Reading</u> Make Inferences, Generate Questions, Fact and Opinion, Theme, Character, Setting, and Plot</p> <p><u>Writing</u> Persuasive Essay</p> <p><u>Grammar</u> Action Verbs, Verb Tenses, Main and Helping Verbs, Linking Verbs, Irregular Verbs</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader's response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games • Holiday and Cultural activities 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations • Comprehension questions

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 3: Taking Pride in America</u></p> <ul style="list-style-type: none"> • Have you ever seen the Statue of Liberty? • What does the Statue of Liberty mean to you? <p><u>Week 4: Treating Others With Respect</u></p> <ul style="list-style-type: none"> • What are some ways you can show people that you care about their feelings? • Why is it a good idea to treat people with respect? <p><u>Week 5: Drawing Pictures</u></p> <ul style="list-style-type: none"> • Do you like drawing pictures? • Do you prefer drawing people or things? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language</p> <p><u>Reading</u> Make Inferences, Generate Questions, Fact and Opinion, Theme, Character, Setting, and Plot</p> <p><u>Writing</u> Persuasive Essay</p> <p><u>Grammar</u> Action Verbs, Verb Tenses, Main and Helping Verbs, Linking Verbs, Irregular Verbs</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader's response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games • Holiday and Cultural activities 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations • Comprehension questions

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Holidays:</u></p> <ul style="list-style-type: none"> • What is a tradition that you and your family have for Christmas? • When do we celebrate New Year? • Who was Martin Luther King Jr.? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language</p> <p><u>Reading</u> Make Inferences, Generate Questions, Fact and Opinion, Theme, Character, Setting, and Plot</p> <p><u>Writing</u> Persuasive Essay</p> <p><u>Grammar</u> Action Verbs, Verb Tenses, Main and Helping Verbs, Linking Verbs, Irregular Verbs</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader's response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games • Holiday and Cultural activities 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations • Comprehension questions

Unit 4: Working Together

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 1: Facing Challenges</u></p> <ul style="list-style-type: none"> • What challenges do people face? • Have you ever faced a challenge? • What are some challenges that can scare people? <p><u>Week 2: How Butterflies and Moths Change</u></p> <ul style="list-style-type: none"> • Have you ever seen a butterfly feeding from a flower? • How are you like a butterfly? • Can you think of some changes in your life? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language, intonation</p> <p><u>Reading</u> Theme, generate questions, visualize, describing</p> <p><u>Writing</u> Fictional Narrative</p> <p><u>Grammar</u> Pronouns and antecedents, capitalization types of pronouns</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader's response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations • Comprehension questions

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 3: Solving Problems</u></p> <ul style="list-style-type: none"> • Have you ever had a problem that was tough to solve? • What would you do if you can't solve a problem by yourself? • How do you solve a problem? <p><u>Week 4: History</u></p> <ul style="list-style-type: none"> • Where is your family from? • Who can you go to learn about your family history? <p><u>Week 5 Reaching Goals</u></p> <ul style="list-style-type: none"> • Do you have any goals? • Is there something you really want to do? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language, accuracy</p> <p><u>Reading</u> Generate questions, draw conclusions visualize, author's purpose</p> <p><u>Writing</u> Fictional Narrative</p> <p><u>Grammar</u> Pronoun-verb agreement, parenthesis, possessive pronouns, contractions, homophones</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader's response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations • Comprehension questions

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Holidays:</u></p> <ul style="list-style-type: none"> • Do you celebrate Valentine’s Day? • What famous African American do you know? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language, accuracy</p> <p><u>Reading</u> Generate questions, draw conclusions visualize, author’s purpose</p> <p><u>Writing</u> Fictional Narrative</p> <p><u>Grammar</u> Pronoun-verb agreement, parenthesis, possessive pronouns, contractions, homophones</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader’s response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games • Holiday books for read aloud 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations • Comprehension questions

Unit 5: Habitats

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 1: Deserts</u></p> <ul style="list-style-type: none"> • What are deserts like? • Why do you think it would be difficult to live in a desert? • Would you like to visit a desert? <p><u>Week 2: Working Together</u></p> <ul style="list-style-type: none"> • What qualities do people you want to work with have? • Why is it easy to work with someone who is responsible? • Is it difficult to work with someone who is not friendly? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language, intonation, accuracy</p> <p><u>Reading</u> Summarize, main idea and details, problem and solution</p> <p><u>Writing</u> Expository letter</p> <p><u>Grammar</u> Adjectives, punctuation, quotations, articles</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader's response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations • Comprehension questions

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 3: Protecting our Land</u></p> <ul style="list-style-type: none"> • Have you ever visited a national park? • What natural areas do you prefer? • What kinds of things might you see in a national park? <p><u>Week 4: How Earth Changes</u></p> <ul style="list-style-type: none"> • Have you been in a hurricane, or seen one on TV? • What are some ways people change the earth? <p><u>Week 5 Exploring Whales</u></p> <ul style="list-style-type: none"> • What do you find interesting about whales? • How are whales different? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language, accuracy</p> <p><u>Reading</u> Main idea and details, compare and contrast, sequence</p> <p><u>Writing</u> Expository letter</p> <p><u>Grammar</u> Adjectives that compare, combine sentences</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader's response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations • Comprehension questions

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Holidays:</u></p> <ul style="list-style-type: none"> • How do people celebrate St. Patrick's Day? • Who was St. Patrick? • What are the origins of Easter? • What do people and children do to prepare for Easter? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language, accuracy</p> <p><u>Reading</u> Main idea and details, compare and contrast, sequence</p> <p><u>Writing</u> Expository letter</p> <p><u>Grammar</u> Adjectives that compare, combine sentences</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader's response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games • Holiday books for read aloud 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations <p>Comprehension questions</p>

Unit 6: Problem Solving

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 1: Overcoming Disappointment</u></p> <ul style="list-style-type: none"> • Have you ever been disappointed by someone or something? • How can you get over a disappointment? <p><u>Week 2: Keeping a Diary</u></p> <ul style="list-style-type: none"> • Have you ever kept a diary? • Why do you think it's a good idea to keep a diary? • Would you let other people read it? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language, accuracy</p> <p><u>Reading</u> Problem and solution, cause and effect, generate questions</p> <p><u>Writing</u> Research report</p> <p><u>Grammar</u> Adverbs of frequency, comparing adverbs, combining sentences</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader's response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations • Comprehension questions

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Week 3: Becoming a Scientist</u></p> <ul style="list-style-type: none"> • What are some of the qualities of a scientist? • Have you ever thought about working as a scientist? <p><u>Week 4: The Way Things Are</u></p> <ul style="list-style-type: none"> • Are all objects the same? • What kind of materials are objects made of? <p><u>Week 5: 200 Hundred Years Ago</u></p> <ul style="list-style-type: none"> • What recent invention is the most important to you? • What invention would you have a hard time living without? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language, accuracy</p> <p><u>Reading</u> Fact and opinion, generate questions, draw conclusions</p> <p><u>Writing</u> Research report</p> <p><u>Grammar</u> Negatives, prepositional phrases, sentences with prepositions</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader's response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations • Comprehension questions

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Holidays:</u></p> <ul style="list-style-type: none"> • What do you do for mother's day? • What is your mother's favorite food/color? • What does Memorial Day mean for our country? Why is it so important? • What kind of activities do you like to do during the summer? 	<p><u>Listening</u> Comprehension, Vocabulary</p> <p><u>Speaking</u> Fluency, Oral Presentation, Retell, Oral Vocabulary, Academic Language, accuracy</p> <p><u>Reading</u> Fact and opinion, generate questions, draw conclusions</p> <p><u>Writing</u> Research report</p> <p><u>Grammar</u> Negatives, prepositional phrases, sentences with prepositions</p>	<ul style="list-style-type: none"> • Vocabulary Visual Resources • Vocabulary Practice • Thematic Slideshows and discussion • Thematic word web • Oral vocabulary Story Cards • Reader's response writing • Practice Book • Leveled Readers • Grammar smart board and iPad games • Holiday books for read aloud 	<ul style="list-style-type: none"> • Teacher observations/ anecdotal notes • Journals • Portfolio • Practice Book • Oral presentations • Comprehension questions

New Jersey Core Curriculum Content Standards
Academic Area

English Language Arts Standards » Reading: Literature » Grade 4

Key Ideas and Details

- CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

- CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- CCSS.ELA-Literacy.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- CCSS.ELA-Literacy.RL.4.6 Compare and contrast the points of view from which different stories are narrated, including the difference between first - and third -person narrations.

Integration of Knowledge and Ideas

- CCSS.ELA-Literacy.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- (RL.4.8 not applicable to literature)

- CCSS.ELA-Literacy.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity

- CCSS.ELA-Literacy.RL.4.10 By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4 – 5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

English Language Arts Standards » Reading: Informational Text » Grade 4

Key Ideas and Details

- CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

- CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain - specific words or phrases in a text relevant to a grade 4 topic or subject area.
- CCSS.ELA-Literacy.RI.4.5 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.
- CCSS.ELA-Literacy.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. Integration of Knowledge and Ideas.
- CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

- [CCSS.ELA-Literacy.RI.4.8](#) Explain how an author uses reasons and evidence to support particular points in a text.
- [CCSS.ELA-Literacy.RI.4.9](#) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

- [CCSS.ELA-Literacy.RI.4.10](#) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4 – 5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

English Language Arts Standards » Reading: Foundational Skills » Grade 4

Phonics and Word Recognition

- [CCSS.ELA-Literacy.RF.4.3](#) Know and apply grade - level phonics and word analysis skills in decoding words.
- [CCSS.ELA-Literacy.RF.4.3a](#) 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.

Fluency

- [CCSS.ELA-Literacy.RF.4.4](#) Read with sufficient accuracy and fluency to support comprehension.
- [CCSS.ELA-Literacy.RF.4.4a](#) Read grade- level text with purpose and understanding.
- [CCSS.ELA-Literacy.RF.4.4b](#) Read grade- level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- [CCSS.ELA-Literacy.RF.4.4c](#) Use context to confirm or self- correct word recognition and understanding, rereading as necessary.

English Language Arts Standards » Writing » Grade 4

Text Types and Purposes

- CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CCSS.ELA-Literacy.W.4.1a 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.
- CCSS.ELA-Literacy.W.4.1b Provide reasons that are supported by facts and details.
- CCSS.ELA-Literacy.W.4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- CCSS.ELA-Literacy.W.4.1 Provide a concluding statement or section related to the opinion presented.
- CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-Literacy.W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- CCSS.ELA-Literacy.W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- CCSS.ELA-Literacy.W.4.2c Link ideas within categories of information using words and phrases (e.g. another, for example, also, because).
- CCSS.ELA-Literacy.W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- CCSS.ELA-Literacy.W.4.2e Provide a concluding statement or section related to the information or explanation presented.
- CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- CCSS.ELA-Literacy.W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- CCSS.ELA-Literacy.W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- CCSS.ELA-Literacy.W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.
- CCSS.ELA-Literacy.W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- CCSS.ELA-Literacy.W.4.3e Provide a conclusion that follows from the narrated experiences or event

Production and Distribution of Writing

- CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards - 3 up to and including grade 4 here.)
- CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Research to Build and Present Knowledge

- CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- CCSS.ELA-Literacy.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- CCSS.ELA-Literacy.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-Literacy.W.4.9a Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- CCSS.ELA-Literacy.W.4.9b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Range of Writing

- CCSS.ELA-Literacy.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

English Language Arts Standards » Speaking & Listening » Grade 4

- CCSS.ELA-Literacy.SL.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.
- CCSS.ELA-Literacy.SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- CCSS.ELA-Literacy.SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- CCSS.ELA-Literacy.SL.4.1c 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.
- CCSS.ELA-Literacy.SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- CCSS.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

- CCSS.ELA-Literacy.SL.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.
- CCSS.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- CCSS.ELA-Literacy.SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**English Language Arts Standards » Language » Grade 4
Conventions of Standard English**

- [CCSS.ELA-Literacy.L.4.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [CCSS.ELA-Literacy.L.4.1a](#) Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- [CCSS.ELA-Literacy.L.4.1b](#) Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- [CCSS.ELA-Literacy.L.4.1c](#) Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- [CCSS.ELA-Literacy.L.4.1d](#) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- [CCSS.ELA-Literacy.L.4.1e](#) Form and use prepositional phrases.
- [CCSS.ELA-Literacy.L.4.1f](#) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
- [CCSS.ELA-Literacy.L.4.1g](#) Correctly use frequently confused words (e.g., to, too, two; there, their).*
- [CCSS.ELA-Literacy.L.4.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- [CCSS.ELA-Literacy.L.4.2a](#) Use correct capitalization.
- [CCSS.ELA-Literacy.L.4.2b](#) Use commas and quotation marks to mark direct speech and quotations from a text.
- [CCSS.ELA-Literacy.L.4.2c](#) Use a comma before a coordinating conjunction in a compound sentence.
- [CCSS.ELA-Literacy.L.4.2d](#) Spell grade-appropriate words correctly, consulting references as needed. Knowledge of Language
- [CCSS.ELA-Literacy.L.4.3](#) Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- [CCSS.ELA-Literacy.L.4.3a](#) Choose words and phrases to convey ideas precisely.* [CCSS.ELA-Literacy.L.4.3b](#) Choose punctuation for effect.*
- [CCSS.ELA-Literacy.L.4.3c](#) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

- CCSS.ELA-Literacy.L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- CCSS.ELA-Literacy.L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- CCSS.ELA-Literacy.L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- CCSS.ELA-Literacy.L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- CCSS.ELA-Literacy.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCSS.ELA-Literacy.L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- CCSS.ELA-Literacy.L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
- CCSS.ELA-Literacy.L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- CCSS.ELA-Literacy.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Rubrics

Writing Rubric of the WIDA Consortium* Grades 1-12			
Level	Linguistic Complexity	Vocabulary Usage	Language Control
6 Reaching	A variety of sentence lengths of varying Linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific, or technical language.	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments.
5 Bridging	A variety of sentence lengths of varying Linguistic Complexity in a single organized paragraph or in extended text; cohesion and organization	Usage of technical language related to the content area; evident facility with needed vocabulary.	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility.
4 Expanding	A variety of sentence lengths of varying Linguistic Complexity; emerging cohesion used to provide detail and clarity.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.
3 Developing	Simple and expanded sentences that show emerging complexity used to provide detail.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.
2 Beginning	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Usage of general language related to the content area; lack of vocabulary may be evident.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.
1 Entering	Single words, set phrases, or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Usage of highest frequency vocabulary from school setting and content areas.	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.

*For use with the ACCESS for ELLs® test, the W-APT, and formative/classroom assessment in WIDA Consortium states.

Speaking Rubric of the WIDA™ Consortium*

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
1 Entering	Single words, set phrases or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
2 Beginning	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse
4 Expanding	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
5 Bridging	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized related ideas 	<ul style="list-style-type: none"> Compound, complex grammatical constructions (e.g., multiple phrases and clauses) A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language Words and expressions with shades of meaning for each content area
Level 4 Expanding	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas 	<ul style="list-style-type: none"> A variety of complex grammatical constructions Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with multiple meanings or collocations and idioms for each content area
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas 	<ul style="list-style-type: none"> Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content words and expressions Words or expressions related to content area with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details 	<ul style="list-style-type: none"> Compound grammatical constructions Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General and some specific content words and expressions (including cognates) Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

...within sociocultural contexts for language use.