



# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

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## **Curriculum Documents**

**School:** All Elementaries

**Course:** English as a Second Language – Grades 3 - 5

**Department:** English as a Second Language

**Supervisor:** John Bosmans

Board Approval	Supervisor	Notes
August 2008	Loretta Kachmar-Will	Update Standards
August 2013	Loretta Kachmar-Will	Update Standards
December 2017	John Bosmans	Update Standards

*Home of the Spartans!*  
*#spartanlegacy*



Timeline for Grade 3			
Week	Marking Period 1	Week	Marking Period 3
1-6	Unit 1: Let's Learn	21-24	Unit 4: Working Together (continued)
7-10	Unit 2: Neighborhoods and Communities	25-30	Unit 5: Amazing Animals
Week	Marking Period 2	Week	Marking Period 4
11-12	Unit 2: Neighborhoods and Communities (continued)	31-32	Unit 5: Amazing Animals (continued)
13-18	Unit 3: Express Yourself	33-40	Unit 6: Storytellers
19-20	Unit 4: Working Together		

Timeline for Grade 4			
Week	Marking Period 1	Week	Marking Period 3
1-6	Unit 1: Growing Up	21-24	Unit 4: Working Together (continued)
7-10	Unit 2: Making a Difference	25-30	Unit 5: Habitats
Week	Marking Period 2	Week	Marking Period 4
11-12	Unit 2: Making a Difference (continued)	31-32	Unit 5: Habitats (continued)
13-18	Unit 3: Power of Words	33-40	Unit 6: Problem-Solving
19-20	Unit 4: Working Together		

Timeline for Grade 5			
Week	Marking Period 1	Week	Marking Period 3
1-6	Unit 1: Taking a Stand	21-24	Unit 4: Team Up to Survive (continued)
7-10	Unit 2: Investigations	25-30	Unit 5: American West
Week	Marking Period 2	Week	Marking Period 4
11-12	Unit 2: Investigations (continued)	31-32	Unit 5: American West (continued)
13-18	Unit 3: Using Your Wits	33-40	Unit 6: Changes
19-20	Unit 4: Team Up to Survive		

**Department** English as a Second Language **Course** ESL Grades 3 to 5

<b>Level</b>	<b>Grades 3-5</b>						
<b>Topic</b>	<b>The language of social and instructional language</b>						
<b>Big Ideas</b>							
English language learners communicate in English for social and instructional purposes within the school setting.							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• How does the student use language in the classroom and with peers?</li> </ul>							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• English language learners engage in oral communication in a variety of situations for a variety of purposes and audiences.</li> <li>• English language learners engage in written communication in a variety of forms for a variety of purposes and audiences.</li> <li>• English language learners process, interpret, and evaluate written language, symbols, and text with understanding and fluency.</li> <li>• English language learners' process, understands, interpret, and evaluate spoken language in a variety of situations.</li> </ul>							
<b>Standards</b>	<b>NJSLS ELA RL.3.4, RL.4.4, RL.5.4, RI.3.1, RI.4.4, RI.5.4, W.3.10, W.4.10, W.5.10, SL.3.1, SL.4.1, SL.5.1</b> <b>WIDA: Standard 1</b>						
<b>Key Concepts and Skills</b>							
Classroom supplies or assignments, following directions, health and safety, information gathering, leisure activities, personal information or experiences, rules & procedures							
<b>Learning Activities and Suggested Instructional Resource</b>							
<ul style="list-style-type: none"> <li>• <i>Treasure Chest</i>, McGraw-Hill</li> <li>• <i>The New Oxford Picture Dictionary</i> and workbook, Addison/Wesley</li> <li>• <i>Talk-A-tivities</i>, Addison Wesley</li> <li>• <i>ESL Teacher's Activity Kit</i>, Center for Applied Linguistics</li> <li>• Assorted trade books</li> <li>• <i>Navigating Nonfiction</i>, Scholastic</li> </ul>							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>• Brainpop</li> <li>• <i>ESL Reading Smart</i></li> <li>• ConnectEd, McGraw Hill</li> </ul>							
<b>Assessments</b>							
ACCESS for ELLs, WIDA Model Grades 3-5, oral exercises, TPR activities, book and workbook exercises, games, oral and/or written quizzes, drawing and identifying, oral exercises and mini conversations, flashcards, student participation and oral production, homework assignments.							
<b>21st Century Skills</b>							
	Creativity	X	Critical Thinking	X	Communication		Collaboration
	Life & Career Skills	X	Information Literacy		Media Literacy		

**Department** English as a Second Language **Course** ESL Grades 3 to 5

<b>Level</b>	<b>Grades 3-5</b>					
<b>Topic</b>	<b>The language of language arts</b>					
<b>Big Idea</b>						
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.						
<b>Essential Questions</b>						
<ul style="list-style-type: none"> <li>• How does the student use language in language arts instruction?</li> </ul>						
<b>Enduring Understandings</b>						
<ul style="list-style-type: none"> <li>• English language learners engage in oral communication in a variety of situations in the content area of language arts.</li> <li>• English language learners engage in written communication in a variety of forms in the content area of language arts.</li> <li>• English language learners process, interpret, and evaluate written language, symbols, and text with understanding and fluency in the content area of language arts.</li> <li>• English language learners' process, understands, interpret, and evaluate spoken language in a variety of situations in the content area of language arts.</li> </ul>						
<b>Standards</b>	<b>NJSLS ELA-Literacy.RL.3.1, RL.4.1, RL.5.1, RL.3.2, RL.4.2, RL.5.2, RL.3.7, RL.4.7, RL.5.7, RI.3.2, RI.3.8, RI.4.2, RI.4.8, RI.5.2, RI.5.8, W.3.3, W.4.3, W.5.3, W3.4, W.4.4, W5.4, SL.3.4, SL4.4, SL.5.4, SL.3.6, SL.4.6, SL.5.6</b> <b>WIDA: Standard 2</b>					
<b>Key Concepts and Skills</b>						
Genres: biography & autobiography, fables, fairy tales, fantasy, folklore, informational texts, legends, mysteries, myths, narratives, prose, science fiction, tall tales Topics: affixes & root words, comprehension strategies, conventions & mechanics, editing & revising, explicit and inferential information, fact & opinion, fluency strategies, hyperbole, main idea/details, organization of texts, phonemes/phonology, points of view, story elements & types of genres, grammar, text structure & organization						
<b>Learning Activities and Suggested Instructional Resources</b>						
<ul style="list-style-type: none"> <li>• Treasure Chest, McGraw-Hill</li> <li>• The New Oxford Picture Dictionary and workbook, Addison/Wesley</li> <li>• The Phonics Factory mixed objects, Primary Concepts</li> <li>• Tales From Many Lands, National Textbook Company</li> <li>• World Folktales, National Textbook Company</li> <li>• Goodman's Five Star Activity Books, Jamestown Edu.</li> <li>• True Stories series, Longman</li> <li>• ESL Teacher's Activity Kit, Center for Applied Linguistics</li> <li>• Assorted trade books</li> <li>• <i>Navigating Nonfiction</i>, Scholastic</li> </ul>						
<b>Technology Integration</b>						
<ul style="list-style-type: none"> <li>• Brainpop</li> <li>• ConnectEd, McGraw Hill</li> <li>• ESL Reading Smart</li> <li>• <i>Grammar for the Real World</i>, Knowledge Adventure</li> </ul>						
<b>Assessments</b>						
ACCESS for ELLs, WIDA Model Grades 3-5, oral exercises, TPR activities, book and workbook exercises, games, oral and/or written quizzes, drawing and identifying, oral exercises and mini conversations, flashcards, student participation and oral production, homework assignments.						
<b>21st Century Skills</b>						
	Creativity	X	Critical Thinking	X	Communication	Collaboration
	Life & Career Skills	X	Information Literacy		Media Literacy	

**Department** English as a Second Language **Course** ESL Grades 3 to 5

<b>Level</b>	<b>Grades 3-5</b>					
<b>Topic</b>	<b>The language of mathematics</b>					
<b>Big Idea</b>						
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.						
<b>Essential Questions</b>						
<ul style="list-style-type: none"> <li>• How does the student use English language in mathematics instruction?</li> </ul>						
<b>Enduring Understandings</b>						
<ul style="list-style-type: none"> <li>• English language learners engage in oral communication in a variety of situations in the content area of mathematics.</li> <li>• English language learners engage in written communication in a variety of forms in the content area of mathematics.</li> <li>• English language learners process, interpret, and evaluate written language, symbols, and text with understanding and fluency in the content area of mathematics.</li> <li>• English language learners' process, understands, interpret, and evaluate spoken language in a variety of situations in the content area of mathematics.</li> </ul>						
<b>Standards</b>	<b>NJSLS.Math.3.OA.A.1, 3.OA.B.5, 3.OA.B.6, 4.OA.A.1, 4.OA.A.2, 5.OA.A.2, 3.4.NBT.A.2, 5.NBT.A.2, 5.NBT.A.3, 5.G.B.4</b> <b>WIDA: Standard 3</b>					
<b>Key Concepts and Skills</b>						
angles, area, basic operations (multiplication & division), cost/money, data analysis, decimals, descriptive statistics, equivalent forms (fractions, decimals & percent), fractions, large whole numbers, metric system						
<b>Learning Activities and Suggested Instructional Resources</b>						
<ul style="list-style-type: none"> <li>• Treasure Chest, McGraw-Hill</li> <li>• Grade level math textbook</li> <li>• Math related games</li> <li>• Money &amp; math resources</li> </ul>						
<b>Technology Integration</b>						
<ul style="list-style-type: none"> <li>• <i>Math for the Real World</i>, Knowledge Adventure</li> <li>• <i>Math Shop</i>, Scholastic</li> <li>• ConnectEd, McGraw Hill</li> </ul>						
<b>Assessments</b>						
ACCESS for ELLs, WIDA Model Grades 3-5, oral exercises, TPR activities, book and workbook exercises, games, oral and/or written quizzes, drawing and identifying, oral exercises and mini conversations, flashcards, student participation and oral production, homework assignments.						
<b>21st Century Skills</b>						
	Creativity	X	Critical Thinking	X	Communication	Collaboration
	Life & Career Skills	X	Information Literacy	X	Media Literacy	

<b>Level</b>	<b>Grades 3-5</b>						
<b>Topic</b>	<b>The language of science</b>						
<b>Big Idea</b>							
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• How does the student use English language in science instruction?</li> </ul>							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• English language learners engage in oral communication in a variety of situations in the content area of science.</li> <li>• English language learners engage in written communication in a variety of forms in the content area of science.</li> <li>• English language learners process, interpret, and evaluate written language, symbols, and text with understanding and fluency in the content area of science.</li> <li>• English language learners’ process, understands, interpret, and evaluate spoken language in a variety of situations in the content area of science.</li> </ul>							
<b>Standards</b>	<b>NJSLS.ELA-Literacy.RI.3.3, RI.3.7, RI.3.8, SL.5.1 , SL.5.4 , W.3.2, W.3.7, W.3.8</b> <b>WIDA: Standard 4</b>						
<b>Key Concepts and Skills</b>							
body systems, cells & organisms, earth history/material, ecology & conservation, ecosystems, electricity, energy sources, foods & nutrition, forces of nature, fossils, geological forms, heat, living systems, magnetism, natural resources, nature, reproduction & heredity, scientific inquiry, simple machines, solar system, states of matter, weather patterns							
<b>Learning Activities and Suggested Instructional Resources</b>							
<ul style="list-style-type: none"> <li>• Treasure Chest, McGraw-Hill</li> <li>• <i>National Geographic Explorer</i></li> <li>• Scholastic News Weekly</li> <li>• Grade level science textbook</li> <li>• Navigating Nonfiction, Scholastic</li> <li>• <i>Science trade books</i></li> </ul>							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>• <i>Brainpop</i></li> <li>• ESL Reading Smart</li> <li>• nationalgeographic.com</li> <li>• ConnectEd, McGraw Hill</li> </ul>							
<b>Assessments</b>							
ACCESS for ELLs, WIDA Model Grades 3-5, oral exercises, TPR activities, book and workbook exercises, games, oral and/or written quizzes, drawing and identifying, oral exercises and mini conversations, flashcards, student participation and oral production, homework assignments.							
<b>21st Century Skills</b>							
	Creativity	X	Critical Thinking	X	Communication		Collaboration

**Department** English as a Second Language **Course** ESL Grades 3 to 5

	Life & Career Skills	X	Information Literacy	X	Media Literacy
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<b>Level</b>	<b>Grades 3-5</b>					
<b>Topic</b>	<b>The language of social studies</b>					
<b>Big Idea</b>						
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.						
<b>Essential Questions</b>						
<ul style="list-style-type: none"> <li>• How does the student use English language in social studies instruction?</li> </ul>						
<b>Enduring Understandings</b>						
<ul style="list-style-type: none"> <li>• English language learners engage in oral communication in a variety of situations in the content area of social studies.</li> <li>• English language learners engage in written communication in a variety of forms in the content area of social studies.</li> <li>• English language learners process, interpret, and evaluate written language, symbols, and text with understanding and fluency in the content area of social studies.</li> <li>• English language learners' process, understands, interpret, and evaluate spoken language in a variety of situations in the content area of social studies.</li> </ul>						
<b>Standards</b>	<b>NJSLS.ELA-Literacy.RI.3.3, RI.3.7, RI.3.8, SL.5.1 , SL.5.4 , W.3.2, W.3.7, W.3.8</b> <b>WIDA: Standard 4</b>					
<b>Key Concepts and Skills</b>						
<b>Learning Activities and Suggested Instructional Resources</b>						
<ul style="list-style-type: none"> <li>• Treasure Chest, McGraw-Hill</li> <li>• <i>National Geographic Explorer</i></li> <li>• Scholastic News Weekly</li> <li>• Grade level social studies textbook</li> <li>• Navigating Nonfiction, Scholastic</li> <li>• Multicultural trade books</li> </ul>						
<b>Technology Integration</b>						
<ul style="list-style-type: none"> <li>• Brainpop</li> <li>• ESL Reading Smart</li> <li>• nationalgeographic.com</li> <li>• ConnectEd, McGraw Hill</li> </ul>						
<b>Assessments</b>						
ACCESS for ELLs, WIDA Model Grades 3-5, oral exercises, TPR activities, book and workbook exercises, games, oral and/or written quizzes, drawing and identifying, oral exercises and mini conversations, flashcards, student participation and oral production, homework assignments.						
<b>21st Century Skills</b>						
	Creativity	X	Critical Thinking	X	Communication	Collaboration

**Department** English as a Second Language **Course** ESL Grades 3 to 5

	Life & Career Skills	X	Information Literacy	X	Media Literacy
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