

Unit: Nonfiction	
Content Area: ESL	
Grade Level:3-4	
Unit Summary:	
<p>The purpose of the ESL curriculum is to teach and advocate for English Learners so they can become successful within our community both socially and academically. This ESL unit focuses on building language to produce nonfiction writing in English for students in third and fourth grade. Students will develop English proficiency through reading, writing, listening, and speaking opportunities. The main goal of this unit is to support students in learning the language through context and meaningful situations. The mentor text, <i>Jupiter</i> and <i>Yosemite National Park</i> from <i>Mentor Text Poster Pack</i> acts as a model to show students the structure and features of nonfiction writing. Students will observe features in the mentor text that will help them write their own nonfiction. They will also be reading a variety of nonfiction texts to identify the main idea and supporting key details, while identifying text features. The ESL teacher should use the key uses of English Language proficiency to support each students language ability. The ESL teacher will reinforce word study lessons and sight words learned in their classrooms. Students will gain meaning from text, convey meaning through both oral and written language, and listen effectively; all these skills are vital for students to actively participate in mainstream classrooms.</p>	
Recommended Pacing:	
December-February	
State Standards Addressed:	
WIDA	
<p>Standard 1 – Social and Instructional Language English language learners communicate for social and instructional purposes within the school setting.</p>	
<p>Standard 2 – Language of Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</p>	
<p>Standard 3 – Language of Mathematics English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.</p>	
<p>Standard 4 – Language of Science English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.</p>	

Standard 5 – Language of Social Studies

English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

Reading

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

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.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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.

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.

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.
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
Writing
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.5 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 1-3 up to and including grade 3 here.)
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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 1-3 up to and including grade 4 here.)
Speaking & Listening
SL.3.1.B Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1.D Explain their own ideas and understanding in light of the discussion
SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant,

descriptive details, speaking clearly at an understandable pace.
SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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.
Language
L.3.1.B Form and use regular and irregular plural nouns.
L.3.1.D Form and use regular and irregular verbs.
L.3.1.G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.3.1.H Use coordinating and subordinating conjunctions.
L.3.1.I Produce simple, compound, and complex sentences.
L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
L.4.1.A Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
L.4.1.B Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
L.4.1.D Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

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.

Technology Standards and 21st Century Practices

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Stage 1 - Desired Results

Transfer

Students will be able to independently use their learning to...

Express personal wants and needs through gestures, visual support, use of native language

Attend to speaker to demonstrate understanding of routines and directions

Gain meaning from both oral and written text

Convey meaning through both oral and written language

Meaning

UNDERSTANDINGS

Students will understand that ...

They can use a variety of ways to communicate.

Readers can use texts to gain meaning of words.

Readers can identify the main idea and supporting key details in nonfiction texts.

They actively listen to gain understanding by asking questions, repeating words/phrases, and participating.

Writers can use schema, texts and pictures to assist with writing.

ESSENTIAL QUESTIONS

How can I communicate in school?

How can I become a reader?

How can I comprehend my reading?

How can I listen for understanding?

How can I become a writer?

Acquisition

Students will know

Every day vocabulary.

Domain specific vocabulary.

Parts of speech.

Letter sounds and spelling patterns.

Phonemic awareness.

Students will be skilled at ...

Identifying how letter sounds and spelling patterns work to help them read.
Identifying concepts of print.
Synthesizing information across texts using visuals/oral language.
Identifying text features.
Identifying the main idea(s) and supporting details.
Classifying vocabulary.
Classifying parts of speech.
Illustrating /writing nonfiction.
Editing their own writing.

Stage 2 - Evidence**PERFORMANCE TASK(S):**

Based on their ELP level students will create nonfiction pieces through illustrations, labeling, words or sentences.

OTHER EVIDENCE:

Checking for understanding through the use of:
WIDA Rubrics for the domains
Teacher Prompts
Informal teacher observations

Stage 3 - Learning Plan**Listening:**

- Point to pictures of domain specific vocabulary
- Listen to a nonfiction read aloud
- Point to text features to show understanding of the text
- Follow multi-step directions
- Classify objects by descriptive oral statements
- Sequencing a series of oral statements using pictures
- Infer from and act on oral information

Speaking:

- Use pronouns when sharing prior knowledge of nonfiction information
- Activating Schema about nonfiction
- Identify familiar nouns found in nonfiction text features
- Ask questions for social & academic purposes
- Participate in class discussions
- Communicate what they are reading with their peers/teacher
- Retell main idea and supporting details of nonfiction texts
- Compare/contrast

Reading:

- Matching icons or diagrams with words/concepts
- Matching phrases and sentences to pictures
- Read decodable stories to practice fluency and build comprehension
- Concepts of print
- Phonemic Awareness
- Look at the title and the cover to activate schema
- Look at text features to activate schema
- Use pictures to help understand academic vocabulary
- Identify the main idea(s) and key supporting details in a nonfiction text
- Use of boxes & bullets graphic organizer
- Use context clues & illustrations to determine meaning of words/phrases
- Record facts and details, using pictures, words, phrases/sentences from nonfiction texts
- Synthesis information across texts

Writing:

- Draw and label people, objects or events from a word/phrase bank
- Dictate nonfiction information scribed by teacher
- Describe familiar nonfiction information by dictating, drawing, labeling or writing
- Finish sentence teacher begins
- Copy written language
- Use graphic organizers to present information
- Form sentences using word/phrase bank or pictures
- Supporting main ideas with strong details
- Use linking words
- Include text features
- Produce nonfiction writing by drawing, labeling, and/or writing

Core Materials and Resources:

Foundations
 Readers & Writer's Workshop Units of Study
 WIDA Writing Rubric
 Reading A-Z <https://www.readinga-z.com/>
 Heinemann Explorations in Nonfiction Writing
 WIDA Can Do Descriptors
<https://wida.wisc.edu/sites/default/files/resource/CanDo-Descriptors-Student-Name-Charts.pdf>
 Visuals (pictures)
 Graphic Organizers

Differentiation:

English Language Learners -

Retell content information in easier English

Use simple sentence structure (verb-subject-object) as needed
Use high frequency words
Avoid negative phrasing such as all, but, except
Actively help students build connections and associations in order to access background knowledge or previously taught information
Present students with written as well as oral messages (provide outlines or a copy of the notes of a classmate)
Provide supports in English and home language
Utilize Google translate
Always write assignments on the board
Modify assignments (fewer questions or fewer vocabulary)
Provide audio books
Provide concrete examples of vocabulary words through the use of visuals
Model Think Alouds to increase student comprehension
Directly teach learning strategies
Provide extended wait time
Provide small group instruction
Provide preferential seating
Provide oral reading of test questions in English
Provide oral reading of reading passages in English
Provide extended time
Assess whether student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels
WIDA Can Do Descriptors

504 -

Environmental Strategies

Provide a structured learning environment
Possible adapting of non-academic times such as lunch, recess, and physical education
Change student seating
Alter location or personal or classroom supplies for easier access or to minimize distraction
Provide sensory breaks
Provide a written or picture schedule

Presentation Strategies

Record lessons so the student can review
Use computer-aided instruction and other audiovisual equipment
Select alternative textbooks, workbooks, or provide audio books
Highlight main ideas and supporting details in the book
Vary the method of lesson presentation using multi-sensory techniques
Ask student to repeat/paraphrase context to check understanding
Simplify and repeat instructions
Vary instructional pace

Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, “spell check”
Reinforce study skill strategies (survey, read, recite, review)
Pre-teach and/or re-teach important concepts
Prepare advanced organizers/study guides for new material

Behavioral Strategies

Use behavioral management techniques consistently within a classroom and across classes
Implement behavioral/academic contracts
Utilize positive verbal and/or nonverbal reinforcements
Utilize logical consequences
Establish a home/school communication system for behavior monitoring
Cooperatively generate rules and consequences for classroom behavior
Reinforce self-monitoring and self-recording of behaviors

Organizational Strategies

Model and reinforce organizational systems (i.e. color-coding)
Write out homework assignments, check student's recording of assignments
Set time expectations for assignments
Provide clues such as clock faces indicating beginning and ending times
Teach study/organizational skills
Evaluation Methods
Limit amount of material presented on page
Provide a sample or practice test
Provide for oral testing
Provide tests in segments so that student hands in one segment before receiving the next part
Provide personal copy of test tools and allow for color-coding/highlighting
Adjust time for completion
Modify weights of tests when grading

Special Education -

Seat student near model (student/teacher)
Preferential seating
Use a highlight marker to identify key words, phrases, or sentences for student to read
Provide manipulatives for student to use in solving math problems
Deliver directions or explanations orally and in writing
Chunk tasks
Buddy in class to assist and clarify
Provide specific guidelines for prewriting
Provide mnemonic devices
Repeat major points of information
Modify assignments (fewer questions or fewer vocabulary)
Provide visual cues (posters, number lines, gestures, use of technology)
Provide study guides
Pre-teach new vocabulary and key words

Use advance organizers
Allow for frequent breaks (sensory/brain)
Be aware of student's preferred learning style and provide matching instruction materials

Students At-Risk -

Provide a structured learning environment
Provide sensory breaks
Change student seating
Select alternative textbooks, workbooks, or provide audio books
Vary the method of lesson presentation using multi-sensory techniques
Provide small group or individual instruction
Reinforce the use of compensatory strategies
Reinforce self-monitoring and self-reflecting strategies
Buddy in class to assist and clarify
Actively help students build connections and associations in order to access background knowledge or previously taught information
Directly teach learning strategies
Repeat major points of information
Provide visual cues (posters, number lines, gestures, use of technology)

Gifted and Talented -

Modify the content through acceleration, compacting, variety, reorganization, flexible pacing, and the use of more advanced or complex concepts, abstractions, and materials
Provide content that is thematic, broad based, and integrative rather than just single-subject areas
Provide opportunities to generalize, integrate, and apply ideas to content
Encourage students to move through content at their own pace
Provide enrichment activities for content such as critical thinking, problem finding, and problem solving
Modify process to be more intellectually demanding that require a higher level of response or open-ended questions that stimulate inquiry, active exploration, and discovery
Require students to think about topics in more abstract and complex ways
Activity selection should be based on student interests and encourage self directed learning
Align objectives with Bloom's Taxonomy
Modify the learning environment that encourages inquiry and independence. It should include a wide variety of materials, provides some physical movement, and connects the school experiences with the greater world
Modify product expectations and student responses. They should demonstrate what they have learned in a wide variety of forms that both reflect knowledge and ability to manipulate ideas
Assess curriculum effectiveness by accelerating the mastery of basic skills through testing-out procedures and reorganization of the curriculum according to higher level skills and concepts.

