

Content-Based ESL Curriculum Map

Grade Span: 3-4

Proficiency Level: Transitioning

Month	Student Profiles/Learning Goals	Student Learning Outcomes L = Listening R = Reading S = Speaking W = Writing)	Planned Assessments/ Student Work Products	Content-Area and Targeted Vocabulary
September	<ul style="list-style-type: none"> • Students will introduce themselves and others. • Students participate orally in class activities and give informal presentations on personal and cultural topics. • Students research and compare & contrast new cultures. • Students will make inferences regarding the genre of poetry. • Students will utilize technology to represent an American city. • Students will work in cooperative learning groups • Students will become familiar with school 	L <i>Identify characteristics of English words, phrases, and expressions, and compare and contrast them with these features in the student's first language. Demonstrate comprehension of sustained, interpersonal interaction.</i>	-Develop 10 interview questions and introduce a classmate. -Utilize a presentation rubric. -Complete Venn Diagram <i>My Native Language v. English</i> -After reading <i>Poems from A Movie in My Pillow (Avenues C)</i> complete Venn Diagram <i>El Salvador v. United States</i> . - After reading <i>Poems from A Movie in My Pillow (Avenues C)</i> complete "Ask and Answer Questions" pg. 34, working in groups. - Complete "Talk it Over" (<i>Avenues C</i>)	Social Studies/ELA: <i>Students will research different cultures. Students will be introduced to the genre of poetry. Students will analyze different short poems. Students will be introduced to idioms.</i> <u>Key Vocabulary</u> idiom, "in a hurry," "draw conclusions"

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	culture and norms.	S	<i>Demonstrate how idiomatic expressions are used in English and in the student's first language. Elaborate on personal stories. Participate in sustained, interpersonal conversations. Respond to and use idioms appropriate to audience and setting.</i>	-Complete "Compare Themes" pg. 35 (<i>Avenues C</i>) -Draw conclusions and complete test, <i>A Movie in My Pillow</i> . - Read additional short poems and complete "Draw Conclusions" worksheet. -"Make a City Postcard" Project rubric (<i>Avenues C</i>) -Teacher-led discussion about idiomatic expressions, using book, <i>It's Raining Cats and Dogs</i> & observation of "Idiom Role-play Activity"	
		R	<i>Summarizes information read or heard. Summarize data gathered through research.</i>		
		W	<i>Write a brief response to a literary text or an explanation of an informational text, using evidence from the text as support. Employ a variety of sentence lengths in order to improve writing. Creates presentations using computer technology.</i>		

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October	<ul style="list-style-type: none"> • Students will read and discuss beginning, middle, end of short stories. • Students will learn about the genre of fantasy. • Students will become aware of fall customs. • Students will understand that dialogue develops the plot and characters of a play. • Students will practice intonation and word stress patterns of English language phrasing. • Students will engage in cooperative learning. • Students will become familiar with fire drill procedure. 	L	<i>Understands the attitude of a speaker towards the subject.</i> <i>Understands classroom discussions and other academic interactions that include basic and complex sentence structures.</i>	<ul style="list-style-type: none"> - Story Map graphic organizer (identifying the beginning, middle, and end of the story) of various short fall stories (i.e. ghost stories, folk tales, etc.) - Guided reading questions for <i>Clever Ana and the Greedy Giant (Avenues C)</i> - Think & Respond Activity: Story Map & “Real and Make-Believe” activity - Talk it Over (<i>Avenues C</i>) oral discussion - -“Write Dialogue” Activity pg. 101 (<i>Avenues C</i>) - Reader’s Theater rubric, including 	<p>Social Studies/ELA: <i>Students will study short stories about the cultural traditions associated with autumn.</i> <i>Students will read a play and study features of this genre.</i></p> <p><u>Key Vocabulary</u> soil, “I give up,” tale, dialogue, tassels</p>
		S	<i>Participates in classroom discussion and other academic interactions, using basic and complex sentence structures.</i> <i>Participates in performances, following agreed-upon criteria for audience and purpose.</i>		
		R	<i>Applies knowledge of text features (e.g. “title,” “illustrations”) to comprehend a text.</i> <i>Describes setting, characters, and events and supports opinions, with evidence from a text.</i>		

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		W	<i>Uses specific and varied vocabulary. Create radio scripts audiotapes, or videotapes for display or transmission.</i>	videotaped/audio-taped performance - Teacher observations - Journal Activity	
November	<ul style="list-style-type: none"> • Students will edit writing for correct grammatical structure. • Students will utilize technology when graphing the growth of a plant. • Students will comprehend academic text. • Students will utilize technology to practice vocabulary and grammar, while participating in a 	L	<i>Understands extended explanations and multi-step directions. Understands classroom discussions and other academic interactions that include basic and complex sentence structures.</i>	<ul style="list-style-type: none"> - Graph Plant Growth activity (Internet) (Avenues C) & Paragraph Description Activity (focusing on editing work) - Practice test (main ideas and details) <i>How Rice Grows</i> (Avenues c) - Venn Diagram <i>Fiction v. Nonfiction</i> - Talk It Over 	<p>Math, Social Studies, ELA: <i>Students will perform basic arithmetic functions. Students will read and respond to a social studies article. Students will design an invitation for a Thanksgiving meal that they planned.</i></p> <p><u>Key Vocabulary</u> generalization, charity, diagram, pastures, markets, nutritious</p>
S	<i>Uses specific and/or abstract vocabulary of academic content. Participates in classroom discussion and other academic interactions, using basic and complex sentence structures.</i>				

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	charitable cause. <ul style="list-style-type: none"> • Students will engage in cooperative learning when planning a Thanksgiving meal. • Students will recognize different forms of literature. 	R	<i>Applies knowledge of text features (e.g. “title,” “illustrations”) to comprehend a text.</i> <i>Summarizes information read or heard.</i> <i>Distinguishes fact from opinion and cause from effect in a text.</i> <i>Summarizes data gathered through research.</i>	Activity for <i>Farms (Avenues C)</i> - “Textbook Terms” Activity - Internet (<i>freerice.com</i>) - Project rubric for “Plan a Thanksgiving Meal” Assignment (“Plan a Meal” <i>Avenues C</i>) & Paragraph Description Activity (focusing on editing work)	
		W	<i>Writes brief summaries of information gathered through research.</i> <i>Uses specific and varied vocabulary.</i> <i>Identifies correct sentence structure and usage when editing simple sentences.</i>		

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December	<ul style="list-style-type: none"> • Students will learn about holidays celebrated worldwide. • Students will learn about the genre of realistic fiction. • Students will engage in role-play. • Students will use technology to research holidays (including traditional music) and create a poster project • Students will give an oral presentation based on their poster project. • Students will participate in self-editing and peer editing. • Students will learn school protocol during the winter months. 	L	<i>Understands words and phrases of grade-level academic content, including technical and abstract terms.</i> <i>Understands the attitude of a speaker towards the subject.</i> <i>Understands extended explanations and multi-step directions.</i>	-Activity rubric for <i>Role-play a Celebration (Avenues C) Unit 4</i> - Oral responses to teacher questions based on realistic-fiction reading, <i>This Next New Year (Avenues C)</i> ; poems, <i>Rosh Ha- Shanah Eve</i> , <i>Kwanzaa Is...</i> , <i>Mawlid Al-Nabi (Avenues C)</i> -Graphic organizer for <i>Have a Holiday Fair</i> poster & oral presentation. -Self-editing Assignment -Student-editing Assignment	Social Studies/Geography/ Music/ELA: <i>Students will read and respond to a short story. Students will research cultural traditions, music and locations of a specific holiday. Students will present their holiday poster projects orally.</i> <u>Key Vocabulary</u> resolutions, multi-cultural, “am half Korean,” “Thai food to go,” “stuffed with,” “coming into,” modern
		S	<i>Rephrases ideas to clarify meaning.</i> <i>Participates in classroom discussion and other academic interactions, using basic and complex sentence structures.</i> <i>Participates in performances, following agreed-upon criteria for audience and purpose.</i>		

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		R	<i>Applies knowledge of word context to gain meaning from text. Summarizes information read or heard. Summarizes data gathered through research.</i>		
		W	<i>Writes brief summaries of information gathered through research. Creates presentations using computer technology.</i>		
January	<ul style="list-style-type: none"> • Students will comprehend an academic text (science article). • Students will engage in cooperative learning. 	L	<i>Understands words and phrases of grade-level academic content, including technical and abstract terms.</i>	-Classification Graphic Organizer based on text, <i>What Do You Do When Something Wants to Eat You?</i> (Avenues C) -Graph assignment (Avenues C) - Venn Diagram comparing two animals from article & Paragraph Rubric (Avenues C) -Self-editing Assignment -“Talk It Over” (Avenues C) #1-3 Cooperative Learning Discussion	Math, Science. ELA: <i>Students will make a graph comparing the speeds of different animals. Students will classify animals according to scientific attributes. Students will write a paragraph comparing the ways that two animals protect themselves.</i>
		S	<i>Uses specific and/or abstract vocabulary of academic content. Participates in classroom discussion and other academic interactions, using basic and complex sentence structures.</i>		
		R	<i>Summarizes data gathered through research.</i>		

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		W	<i>Writes brief summaries of information gathered through research. Uses specific and varied vocabulary.</i>	Assignment. - Classification Practice test (<i>Avenues C</i>) -Cooperative learning checklist -Teacher observation	<u>Key Vocabulary</u> squirts, “almost impossible,” “sucks in water,” “Its attacker”
February	<ul style="list-style-type: none"> • Students will learn about the genre of fantasy (animal fantasy) • Students will read & discuss beginning, middle and end of short stories. • Students will write a short animal fantasy story. 	L	<i>Understands classroom discussions and other academic interactions that include basic and complex sentence structures.</i>	-“Story Map (beg. middle, end) Graphic Organizer Fill-in Worksheets -“Plot, Character, Setting” Graphic Organizer Fill-in Worksheets -Goal and Outcome Graphic Organizer for <i>Grandpa Toad’s Secrets (Avenues C)</i> -Oral presentation rubric (student-generated) -Writing Assignment Rubric	ELA: <i>Students will read, analyze, and create a work of animal fantasy.</i> <u>Key Vocabulary</u> declared, fiercely, bellowed, “a close call”
		S	<i>Participates in performances, following agreed-upon criteria for audience and purpose.</i>		
		R	<i>Applies knowledge of text features (e.g., “title,” “illustrations”) to comprehend a text. Describes setting, characters, and events and supports opinions, with evidence from a text.</i>		
		W	<i>Arranges plot events in an order that leads to the climax of a story.</i>		

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March	<ul style="list-style-type: none"> • Students will use the internet to listen to weather reports and then orally summarize these reports in cooperative groups. • Students will read a science article and analyze diagrams. • Students will learn to make predictions and conduct brief interviews. • Students will share information on interview research in both oral and written form, using appropriate technological applications to enhance their presentations. 	L	<i>Understands when engaged in sustained interpersonal conversation. Understands classroom discussions and other academic interactions that include basic and complex sentence structures.</i>	<ul style="list-style-type: none"> - After reading, <i>Where Do Puddles Go?</i> (Avenues C), students will complete <i>The Water Cycle</i> diagram - Written “Explain” (AvenuesC) activity, using transition words - “Give a Weather Report” Internet activity (Avenues C) - Teacher observation of cooperative group work - Interview project rubric based on “Make a Graph” (Avenues C) 	<p>Science/ Math/ Geography/ELA: <i>Students will learn about the water cycle and weather. Students will use graphs to represent information garnered from research & interviews. Students will present research information orally and in writing.</i></p> <p><u>Key Words</u> pour, “dries up,” surface, collects, sequence, gear</p>
		S	<i>Elaborates on personal stories. Rephrases ideas to clarify meaning. Supports a conclusion orally by giving facts or logical reasons.</i>		
		R	<i>Summarizes data gathered through research.</i>		
		W	<i>Writes brief summaries of information gathered through research. Creates presentations using computer technology.</i>		

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April	<ul style="list-style-type: none"> • Students will comprehend academic text. • Students will work in cooperative learning groups. • Students will share creative ideas in both oral and written form. 	L	<i>Understands words and phrases of grade-level academic content, including technical and abstract terms.</i> <i>Understands classroom discussions and other academic interactions that include basic and complex sentence structures.</i>	-Story Map (Beginning, Middle, End) <i>Eva’s Cloud</i> (Avenues C) -Speaking and writing rubrics (“Retell the Story” & “Add to the Story” – Avenues C - “Talk It Over” (Avenues C) cooperative group activity - Questions <i>Dark Clouds</i> (Avenues C) - “Read a Map” – Internet Activity (Avenues C) -Journal Reflection “Write About a Rainy Day” (Avenues C)	ELA/Geography: <i>Students identify and analyze a story’s main components.</i> <i>Students retell and create a new part of the story.</i> <i>Students research the location and geographical characteristics of terrains of various locations on a map.</i> <u>Key Vocabulary</u> “returned to,” “By this time,” retell
		S	<i>Elaborates on personal stories.</i> <i>Rephrases ideas to clarify meaning.</i>		
		R	<i>Describes setting, characters, and events and supports opinions, with evidence from a text.</i> <i>Identifies examples of authors’ techniques and the effects of those techniques.</i>		
		W	<i>Arranges plot events in an order that leads to the climax of a story.</i>		
May	<ul style="list-style-type: none"> • Students will research and compare and contrast different musical instruments. • Students will listen to musical selections from different cultures. • Students will comprehend 	L	<i>Understands the attitude of a speaker towards the subject.</i> <i>Demonstrate comprehension of classroom discussions, extended classroom discourse, and other academic interactions that include basic and complex sentence structures.</i>	-Questions from <i>Moses Goes to a Concert</i> (Avenues C) -Story Map for <i>Moses Goes to a Concert</i> (Avenues C) & “Mini-	Music/ELA/Science/Social Studies: <i>Students will listen to music cds and attend a musical performance/rehearsal during the school day (if</i>

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	academic texts, including a realistic fiction work and a science article. <ul style="list-style-type: none"> Students will work in cooperative learning groups. 	S	<i>Plan and revise oral presentations, considering the audience, purpose, and information to be conveyed. Present information orally, using an appropriate degree of formality for the audience and setting. Comprehend and answer questions following a presentation.</i>	Book Report Written Assignment” -“Talk It Over” (Avenues C) cooperative learning activity -“Comparing Language Features” Worksheet Assignment -Rubric for Research Assignment (Comparing and Contrasting Two Different Musical Instruments from two Different Cultures) - Scoring Guide Evaluation Activity -Journal Reflection (reaction to a field trip to a musical performance and/or “Write about a Noisy Place.”) -Main Idea Chart for <i>Sounds All Around</i> (Avenues C)	<i>possible). Students will read a realistic fiction work. Students will use the internet and other sources to research the characteristics and cultural significance of two different musical instruments. Students learn about the science of sound. Students will engage in writing assignments and study grammar features.</i> <u>Key Vocabulary</u> “signs Mr. Samuels,” wonder, leads, first row, follows, “stocking feet”
	R	<i>Distinguishes fact from opinion and cause from effect in a text.</i>			
	W	<i>Uses specific and varied vocabulary.</i>			
June	<ul style="list-style-type: none"> Students will listen to patriotic songs from the United States and other cultures. 	L	<i>Demonstrate comprehension of inferential or abstract questions that are based on academic content.</i>	- “Fourth of July” Evelyn Stone (Avenues C) Independent, reading/decoding activity	Social Studies/ELA/ Music/ Art: <i>Students will study the history of the United States’</i>

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	<ul style="list-style-type: none"> • Students will understand a nonfiction, social studies article about Independence Day in the United States. • Students will create an artistic project to demonstrate content understanding. • Students will participate in self-editing and peer editing. • Students will give an oral presentation. 	S	<i>Uses specific and/or abstract vocabulary of academic content. Rephrases ideas to clarify meaning. Participates in classroom discussion and other academic interactions using basic and complex sentence structures.</i>	-“Talk it Over” comprehension questions for article, <i>Independence Day (Avenues C)</i> -Cause & Effect Graphic Organizer for <i>Independence Day (Avenues C)</i> -Rubric for “Make a Class Flag” project -Oral Presentation for “Make a Class Flag” project -Write to Tell How You Feel (<i>Avenues C</i>) -“Editing Assignment”	<i>independence movement. Students will explore the music associated with different nations’ independence backgrounds. Students will create a visual art project. Students will engage in a writing assignment and study grammar features.</i> <u>Key Vocabulary</u> independence, agreed, decided, “was dated,” hero
R		<i>Summarizes data gathered through research. Distinguishes fact from opinion and cause from effect in a text.</i>			
W		<i>Writes brief summaries of information gathered through research. Identifies correct sentence structure and usage when editing simple sentences. Creates presentations using computer technology.</i>			