The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	English as a Second Language

Grade Level(s):	Grade 5

Duration:	Full Year:	X	Semester:		Marking Period:	

Course Description:	The English as a Second Language program is designed to improve the receptive and expressive English communication skills of the English language learners (ELLs) of Washington Township. Since we welcome students from a wide variety of nations with varying degrees of English proficiency, instruction is individualized and always encompasses aural comprehension, verbal communication, reading, writing and American culture. The English as a Second Language Elementary Course of Study was developed as a resource to meet the individual needs of the ELLs in all four-language domains with a foundation in the content areas. It is a comprehensive standards-based English as a Second Language curriculum that balances the language of Social and Instructional Language, the language of Language Arts and Literacy, the language of Science, the language of Mathematics and the language of Social Studies. 21st Century skills and Web 2.0 tools are incorporated to ensure greater engagement of the students with the reading selections and activities. Drawing from a bank of informational texts, as well as classic and contemporary multi-cultural literature, students will acquire a wealth of new vocabulary through key words, academic words, and literary words. Explicit instruction in reading strategies will foster reading comprehension skills. Attention to grammar points and the writing process complete the plan and the comprehensive scope of the integrated curriculum. Student progress will be monitored through teacher observation, written assessments, student portfolios and a wide variety of projects and writing tasks evaluated according to individual rubrics. The curriculum is aligned to the NJSLS for elementary grades and the WIDA proficiency guidelines. All ESL students will: -Listen and gain meaning from spoken English from a variety of sources including but not limited to the teacher, classmates, guest speakers, audio recordings, audiovisual presentations, and songs. -Speak to express their opinion, share information, question, and discuss in person and in recorded situations. -Read and gain meaning from all types of written English including but not limited to fiction, nonfiction, essays, poetry, newspaper and magazine articles, editorials, short stories, novels, resource materials and Internet articles. - Write to express their opinion, share information, persuade, question, and record their memories and thoughts via handwriting and word processing on the computer.
Grading Procedures:	English Language Learners (ELL) have special language acquisition needs which must be addressed through core content instruction as well as instruction in the English as a Second Language (ESL) classroom. To facilitate academic success and development of positive self-worth, English Learners shall be entitled to modifications in content and grading as outlined in the following guidelines and in coordination among the English Learner's ESL teacher and his regular classroom teacher(s). Upon an ELL's entry into the Washington Township Public Schools, the student will immediately be assessed by the appropriate ESL teacher, who will

employ the World Class Instructional Design and Assessment – WIDA Model. Based on the student's performance on the WIDA Model, as well as the student's academic performance, reading level in English, NJ State Assessment and/or standardized test results in English, teacher recommendation, and interview with one of our English as a Second Language (ESL) teachers, the student's eligibility to receive instruction in our district's English Language Learner (ELL) program will be determined. The goal of the ESL program is to help children learn English and meet age-appropriate academic standards. Based on the student's WIDA Model score as well as his/her previous school record, length of time in the United States, and family dynamics, the ESL teacher, the school principal (or his designee) and, if applicable, the student's guidance counselor, will confer with the student's parent(s) to determine the appropriate grade placement and course schedule. In regard to grade placement, it is also imperative that the calendar year of the EL entrant's previous school be considered, since not all schools follow the typical American September to June calendar. In addition, within the first month of arrival or school year, the content teachers, ESL teacher, guidance counselor and CST member (if applicable) will meet to review the education plan of the ELL and the WIDA proficiency levels along with the Can- Do descriptors and necessary modifications. (Appendix A) Based on the student's performance on the WIDA Model, the ESL teacher will develop a list of instructional accommodations for implementation by the EL's regular education teacher(s). The ESL teacher will communicate this information in writing and also through an initial meeting with the EL's regular education teacher(s) and guidance counselor. Recognizing that English Learners are continually developing English proficiency, ESL students may be considered for enrichment if their academic performance indicates successful participation. So that we may best address the individual needs of each English Learner, the practices outlined above are intentionally flexible, with the ultimate goals being facilitation of the English Learner's positive self -worth and promotion of English language development, as well as understanding of specific subject matter content.. It is very likely that a student may need modified grading for CORE subjects, such as language arts, math, science, technology education, health or social studies, but not for others, such as art, music or physical education depending on the required reading and writing activities as outlined by the NJSLS. At least once per marking period, the ELL's regular education teacher(s) and his ESL teacher shall communicate in writing (and as much as practicable, in person) in regard to the student's progress toward English language proficiency and understanding of core subject content. Based on those assessments, the teachers may alter the modifications applicable to the specific ELL student. Along with the issuance of a traditional school-issued report card, each ELL and his parent(s) shall receive ESL grades on a translated report card, when needed, to view student progress in the ESL classroom. It is noted that ELLs receive a standard- based report card. However, please keep in mind these practices below as you rate students along the proficiency continuum as these are practices at the upper levels. If an ELL is capable of earning a "C" or better on our traditional grading scales with prescribed ESL modifications, then the earned letter grade(s) should be issued to the ELL. Otherwise, an ELL should be issued a passing grade of "P" (instead of a "D") if he demonstrates basic understanding of the subject matter, even if his ability to express his understanding in clear and accurate English is limited. If the student's limited English proficiency prevents even basic understanding of subject matter, then the student shall be issued a grade of "LB," representing "language barrier." - While a grade of "LB" (Language barrier) may be issued during any quarter, it may only be used as a final grade at the elementary and middle school levels. Whenever an ELL's regular education classroom progress is congruent with his level of English language proficiency, he may not be issued a failing grade. In other words, if an ELL is sincerely trying his best, then he should
not be issued a failing grade. At the same time, an ELL who intentionally puts forth no effort may be issued a grade of "F," but only after consultation among the student's ESL and regular education teacher(s) as well as his parent, the school principal (or his designee) and, if applicable the student's guidance counselor. Documentation must be provided that lack of language proficiency is not the cause of the ELL's academic failure. In effect, an ELL should not be issued a failing grade solely on the basis of lack of language proficiency. In general, an ELL's promotion from one grade to the next shall be contingent upon the same promotion guidelines set for by the Board of Education for promotion of regular education students. However, the ELL's building principal, ESL teacher, and guidance counselor, if applicable, will also confer with the student's parent(s) to review and consider the student's academic progress and level of language acquisition over the course of the school year. - SEE

3	ASSESSMENT SECTION FOR GRADE LEVEL BENCHMARKS. Primary Resources: Reach Series, Cengage National Geographic Series, and all digital resources On-line Resources, iXL, Razkids, Brainpop ESL, AlphaChant, ELA program (such as Schoolwide, Fundations, or current program in use – see Elementary Supervisor for update.) Washington Township Principles for Effective Teaching and Learning · Implementing a standards-based curriculum · Facilitating a learner-centered environment · Using academic target language and providing comprehensible instruction · Adapting and using age-appropriate authentic materials · Providing performance-based assessment experiences · Infusing 21st century skills for College and Career Readiness in a global society
Primary Resources:	Primary Resources: Reach Series, Cengage National Geographic Series, and all digital resources On-line Resources, iXL, Razkids, Brainpop ESL, AlphaChant, ELA program (such as Schoolwide, Fundations, or current program in use – see Elementary Supervisor for update.) Primary Resources: Reach F, Cengage National Geographic Series, and all digital resources On-line Resources, iXL, Razkids, Brainpop ESL, AlphaChant, ELA program (such as Schoolwide, Fundations, or current program in use – see Elementary Supervisor for update.)

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Georgeann Figueroa- ESL Teacher grades 3-5

Under the Direction of:	Rosemarie Armstrong, Supervisor of World Languages & ESL, K-12

Written: August 2020

Revised:

BOE Approval:

Unit 1 Title: Reach Level F—Crossing Between Cultures - The Language of Social Studies
Unit Description: This unit launches with emphasis on cultural identity, then focuses on immigration. It reinforces themes from the current ELA curriculum for grade 5. Literature utilized includes the genres of realistic fiction, oral history, autobiography, and documentary. The richness of the genre selection mirrors the selected texts of the fifth grade ELA curriculum. Grammar lessons pertain to simple and compound subjects and predicates, complete sentences, and subject-verb agreement. Vocabulary includes academic social studies words, many reinforced from regular classroom introduction. As in the ELA classroom, vocabulary journals are maintained. Planning and monitoring, comparing, and contrasting, making generalizations, using text features to gain more information, and analyzing story characters are reading strategies addressed. Comparing and contrasting and analyzing real and imaginary story characters are also practiced in the ELA classroom at this time. Speaking and Listening and speaking practice includes asking for and giving detailed information, listening to, and learning from others, making and responding to requests, staying on topic, and asking for clarification. ELA students will use many of these skills in their classroom to participate in Socratic discussions and classroom reviews. Writing emphasis looks at the aspects of diary entries, writing dialog, and personal narrative. ELA students will also concentrate on writing informative narratives. Phonics review and practice highlights short a, o, u, and words with -ch and -tch diagraphs.
Unit Duration: 3-4 weeks

Desired Results

Language Objectives: LA.RL.5.1 - [Progress Indicator] - Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. LA.RL.5.2 - [Progress Indicator] - Determine the key details in a story, drama, or poem to identify the theme and to summarize the text. LA.RL.5.3 - [Progress Indicator] - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). LA.RL.5.4 - [Progress Indicator] - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. LA.RL.5.5 - [Progress Indicator] - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. LA.RL.5.6- Describe how a narrator's or speaker's point of view influences how events are described.

LA.RL.5.7 - [Progress Indicator] - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). LA.W.5.8 - [Progress Indicator] - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

LA.RL.5.9 - [Progress Indicator] - Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) 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

LA.RL.5.10 - [Progress Indicator] - By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. LA.RI.5 - [Strand] - Reading Informational Text LA.RI.5.1 - [Progress Indicator] - Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. LA.RI.5.2 - [Progress Indicator] - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text... LA.RI.5.3 - [Progress Indicator] - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. LA.RI.5.5 - [Progress Indicator] - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information.in two or more texts LA.RF.5.4.A - Read grade-level text with purpose and understanding. LA.RI.5.8 - [Progress Indicator] - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). LA.RI.5.9 - [Progress Indicator] - Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in

order to write or speak about the subject knowledgeably. LA.RF.5 - [Strand] - Reading Foundation Skills LA.RF.5.3 - [Progress Indicator] - Know and apply grade-level phonics and word analysis skills in decoding and encoding words. LA.W.5- Writing Write opinion pieces on topics or texts, supporting a point of view with reasons and information. LA.W.5.1a

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which details are logically grouped to support the writer's purpose LA.W.5.1d Provide a conclusion related to the opinion presented. LA.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. LA.W.5.3 Write narratives to develop real or imagined experiences, or events using effective technique, descriptive details, and clear event sequence..LA.5.3.b- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events. LA.W.5.3c-Use a variety of transitional words, phrases, and clauses to manage the sequence of events. LA.W.5.3d- Use concrete words and phrases and sensory details to convey experiences and events precisely. LA.W.5.3e- Provide a conclusion that follows from the narrated experiences or events. LA.W.5.- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. LA.W.5.6- With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. 5LA.W.5.7 - [Progress Indicator] - Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic. LA.SL.5 - [Strand] - Speaking and Listening LA.SL.5.1A - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. LA.L.5 - [Strand] - Language

LA.L.5.2 - [Progress Indicator] - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. LA.L.5E - Spell grade-appropriate words correctly, consulting references as needed. LA.L.5.4A - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. LA.L.5.5A - Interpret figurative language, including similes and metaphors, in context LA.L.5.5.C - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words

Language Standards

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure
NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
Text Types and Purposes
NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid

reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. 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 tasks, purposes, and audiences.

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

- **WIDA Can-Do Descriptors:** https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf

Essential Questions/Critical Understandings:
- How can where you are change who you are?
- Why do people move to new places?
- What does it mean to fit in?
- How can new members of a community affect the community?
- How do we effectively ask for and give information?
- How do we interpret character development in a story?
- What is the difference between subject and complete subject and between a predicate and complete predicate in sentences?
- How can planning and monitoring as we read help comprehension?
- How do we give detailed information about what we read?
- What is the best way to listen and learn from others?
- How does dictionary use help to increase vocabulary?
- How do we recognize author's purpose?
- What is the best way to write a personal narrative about a past experience?
- How do we step into the story to extend it through a class performance?
- What is the best way to compare and contrast text information?
- What is a compound subject?
- What is a polite way to make and respond to requests?
- What is an autobiography?
- What is a compound predicate?

Essential Skills:
- Share personal experiences about immigrating to a new country to activate prior knowledge
- Discuss a video viewed in class to build background
- Correctly use language frames and question words to ask for information and give information
- Complete a character development chart to explain the changes in a story character
- Identify subject, complete subject, predicate, and complete predicate in sentences
- Use language frames to plan, monitor, and predict while reading to improve comprehension
- Use interrogative question words to review and retell story information
- Watch the Build Background video and use language frames to take notes and summarize the text information
- Use a dictionary to respond to written questions about vocabulary pronunciation, syllables in a word, varied meanings of a word
- Read the oral history, "I Was Dreaming of Coming to America" and write sentences to decide why the author wrote this oral history
- Use the RAFT Model to plan, prewrite, edit, and publish a personal narrative about the past
- Use the realistic fiction diary, "My Diary from Here to There" to work in a group and create a storyboard, practice, and perform as story characters in class
- Use a Venn Diagram to compare information from a short story
- Define and identify compound subjects in written

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• How can we stay on topic when presenting information orally? • How do we prepare and do an interview of other persons?	sentences • Create and use the vocabulary in a chart to make polite requests and respond correctly to requests • Listen to the autobiography, "A Refugee Remembers", and list the clues in the story that explain why it is an autobiography • Define and locate compound predicates in written sentences • Use language frames to remain on topic when speaking • Plan to interview a person from the unit stories and create questions to ask

SIOP Features

Preparation	Scaffolding	Grouping Options
☐ Adaptation of Content	☒ Modeling	☒ Whole Class
☒ Links to Background	☒ Guided practice	☒ Small Groups
☒ Links to Past Learning	☒ Independent practice	☒ Partners
☒ Strategies Incorporated	☒ Comprehensible input	☒ Independent

Integration of Processes	Application	Assessment
☒ Reading	☒ Hands-on	☒ Individual
☒ Writing	☒ Meaningful	☐ Group
☒ Speaking	☒ Linked to objectives	☒ Written
☒ Listening	☒ Promotes engagement	☒ Oral

Learning/Instructional Strategies

- **Social/Emotional Learning:** During the first few weeks of school, the ESL teacher will assist students with regular classroom routines, schedules, school calendar, bus, cafeteria and playground rules, completion of required free/reduced forms, emergency cards, signed forms needed from parents, translations using Transact, explanation of U. S. cultural differences, phone calls home or visits to parents.
- All ESL teachers collaborate to create the ESL Learning Fair which assists parents to ensure success and acclamation to school in the U.S.
- If necessary, the ESL teacher will provide lessons and practice for all ELs in remote learning and direction to utilize the required platform for work completed independently at home in case of mandated hybrid scheduling. (See appendix for suggestions to instruct ESL students remotely.)

  ELA Collaboration: The current grade 5 ELA program is a comprehensive ELA curriculum composed of four modules or units of study. Each module focuses on a topic essential for building background knowledge, vocabulary, and writing skills. These highlighted skills are also an integral part of the ESL curriculum. For each module, students read a series of authentic texts on the module topic and engage with the texts critically and systematically. The approach is integrated and includes daily reading, writing, speaking, listening, grammar and vocabulary study which is based on the texts. A framework of questioning engages students in the content and in the process of reading complex texts. These questions guide students' daily work of encountering, understanding, and analyzing complex text. Students practice reading, writing, speaking, listening and language in an integrated

way, with every strand of the standards woven throughout each module. These learning devices are also part of the ESL text units and teacher lesson plans. When themes are similar, it is noted here in the ESL unit description.

The same Language Standards and Progress Indicators are utilized to measure student performance in both grade 5 ELA and ESL instruction. Many skills such as reading for comprehension, participating in guided group discussion about literature, writing as a group, in pairs, or individually, and listening to directions to complete assignments correctly are reinforced in the ESL classroom. The ELA teacher and ESL teacher should remain in close contact to individually assess ESL students' language progress and provide plans to address any problem areas for the ELs in the ELA classroom.

Launch of ESL Unit 1 Crossing Between Cultures
Introduce the Big Question
Tap prior knowledge
Build Background through discussion, video view (MyNGConnect) or engage in interactive presentation
Preview the social studies story, "My Diary from Here to There"
Listen to and then read aloud the realistic fiction diary, "My Diary from Here to There"
Build comprehension by making predictions, practicing unit vocabulary, planning, and monitoring during reading, understanding character motives, making connections, discussing character development
Begin short writing practices pertaining to story theme/plot/characters - Use workbooks and journals (sentences, paragraph)
Introduce sentence main parts- subject/predicate and use workbook for practice and homework sheets
Scaffold vocabulary and reading concepts for newer students and students with IEPs

Scaffolding	
Level 1 Entering	• WIDA Can-Do Descriptors https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf https://www.state.nj.us/education/modelcurriculum/ela/3u1.shtml
Level 2 Beginning	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level.
Level 3 Developing	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level.
Level 4 Expanding	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level.
Level 5 Bridging	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level.
Level 6 Reaching	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks

Formative:
- Exit Tickets
- Concept maps/diagrams
- ESL Portfolio
  Practice and homework for grammar and writing practice
  Running records
  Workbook pages
  Writing Journal
  Vocabulary Journal
  Assignments produced using Flipgrid, Seesaw, Power Point
- IDE Projects (if teacher has received training)
- See appendix for DRA and Lexile expectations throughout school year for grade 5

Summative:
  September/October- all grade 5 students
  - Writing Baseline
  - WIDA Model or ACCESS results
  - STAR results (language)
  End of MP#1 (End of Nov.)
  - **ELA benchmarks**
  REACH Unit 1 Test
  - Key Word/Vocabulary
  - Reading Comprehension
  - Grammar
  Use rubrics to grade RAFT writing practice
  Use rubrics to grade extend the story presentations
  Use rubrics to grade personal narrative

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May/Jun
Instructional									
Independent	S	S or T	T	T	U	U	U	U or V	V

Text/Resources:
- Reach Series- Cengage (includes room library books, Language Songs, Language and Literacy Teamwork Activities, Language Builder Picture Cards, Newcomer Level- In the U.S, Reach Into Phonics
- MyNGConnect
- Fundations
- STAR
- www.wida.us
- NJDOE Bilingual Website
- The SIOP Model
- ACCESS Testing
- IXL
- Raz-Kids (A-Z)
- Brainpop ESL
- Tumblebooks
- Flipgrid
- Nearpod
- Scholastic Storyworks Magazine
- IDE Units (if teacher has training and access to materials)
- Classroom Library

Interdisciplinary Connections

Science
- Reach Series Level F Content Stations- Plan a Healthful Meal, Compare Climates

Math
- Reach Series Level F Content Stations- Are You from Around Here? Do You Have Change for That?

Social Studies
- Reach Series Level F Content Stations- Coming to America, National Portrait Wall
- Unit 1 Academic Vocabulary- Social Studies
- https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf

Exploratory Arts
- **Music**- Reach Series Sing-Along books and CDs
- **World Languages-** Spanish cognates, order of words in sign language and other languages, lack of sentence subject in other languages, verb order in other languages
- **Art**- Create props for a theme theater, drawings for personal narrative
- **Performing Arts**- Create and rehearse extend the story in class

Unit Modifications for Special Population Students	
Advanced Learners	Independent peer conferences, challenge students to use vivid vocabulary when writing, encourage brainstorming sessions, create dialog for a scene or series of drawings, write independently, take role of stage manager or director for theme theater productions
Struggling Learners	Individual writing conferences, partner conferences with teacher monitoring, Use language frames for speaking and writing, use graphic organizers for reading and writing, allow students to use drawings to convey meaning, use timelines to explain sequence, provide models to demonstrate purpose of lesson or activity, use realia and pictures to convey meaning of new vocabulary, prompt with force-choiced questions, group reading of texts, assign less-rigorous parts for oral presentations
English Learners	Individual writing conferences, reading buddies, writing buddies, display language frames, vocabulary cards, word wall lists This curriculum is designed for ELs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf
Special Needs Learners	Use struggling learners' suggestions and follow IEP suggestions, conference often with Spec. Ed. Teacher, allow use of gestures and expressions to convey meanings
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. This document outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K–12 academic and technical content areas, the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

Mission

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

Vision

An education in career readiness, life literacies, and key skills fosters a population that: • Continually self-reflects and seeks to improve the essential life and career practices that lead to success; • Uses effective communication and collaboration skills and resources to interact with a global society; • Possesses financial literacy and responsibility at home and in the broader community; • Plans, executes, and alters career goals in response to changing societal and economic conditions; and • Seeks to attain skill and content mastery to achieve success in a chosen career path.l

Indicators:
https://www.state.nj.us/education/aps/cccs/career/curriculum.htm

Review the following standards for expectations by grade 5:
https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf

Indicators:
- https://www.state.nj.us/education/aps/ccs/career/curriculum.htm
- NGReach.com and Tool Kit
- Raz-Kids
- BrainpopESL
- SeeSaw
- Flipgrid
- Power Point
- Fundations
- Schoology
- OneNote
- Nearpod
- Hybrid school schedules that include remote learning
- On-line distance learning

Unit 2 Title: Reach Level F- Catching the Light -The Language of Science
Unit Description: This unit launches with emphasis on myths and power in nature, then focuses on the Sun's energy. Literature utilized includes genres of myths, blogs, and how-to articles. The variety of genres used reinforces the many text selections in the ELA classroom. Grammar lessons pertain to types of sentences and identifying and writing complex and compound sentences. Vocabulary includes academic science words, many reinforced from regular classroom introduction. As in the ELA classroom, a vocabulary journal is maintained to increase usage of academic vocabulary and improve spelling. Asking questions, analyzing a character's point of view, comparing myths, recognizing goal and outcome in a story, and summarizing text information are reading strategies addressed. Character analysis, comparing information, and summarizing text information are also part of the fifth grade ELA curriculum. Speaking and listening practice includes giving, restating, and following instructions, confirming information, listening and taking notes and giving and carrying out commands. Writing emphasis looks at the aspects of a myth and how to write a myth, writing character descriptions using vivid language, and journal entries. This practice is similar to the essay writing in the ELA classroom. Phonics review and practice highlights short e, the diagraphs ck, sh, ch, th, and ng.
Unit Duration: 3-4 weeks

Desired Results

Language Objectives: *LA.RL.5.1 - [Progress Indicator] - Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.* **LA.RL.5.2** - [Progress Indicator] - Determine the key details in a story, drama, or poem to identify the theme and to summarize the text. **LA.RL.5.3** - [Progress Indicator] - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). **LA.RL.5.4** - [Progress Indicator] - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **LA.RL.5.5** - [Progress Indicator] - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. **LA.RL.5.6**- Describe how a narrator's or speaker's point of view influences how events are described.

LA.RL.5.7 - [Progress Indicator] - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). **LA.W.5.8** - [Progress Indicator] - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

LA.RL.5.9 - [Progress Indicator] - Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) 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

LA.RL.5.10 - [Progress Indicator] - By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. **LA.RI.5** - [Strand] - Reading Informational Text **LA.RI.5.1** - [Progress Indicator] - Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. **LA.RI.5.2** - [Progress Indicator] - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text...
LA.RI.5.3 - [Progress Indicator] - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. **LA.RI.5.5** - [Progress Indicator] - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information.in two or more texts **LA.RF.5.4.A** - Read grade-level text with purpose and understanding. **LA.RI.5.8** - [Progress Indicator] - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). **LA.RI.5.9** - [Progress Indicator] - Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably. **LA.RF.5** - [Strand] - Reading Foundation Skills **LA.RF.5.3** - [Progress Indicator] - Know and apply grade-level phonics and word analysis skills in decoding and encoding words. **LA.W.5**- Writing Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **LA.W.5.1a**
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which details are logically grouped to support the writer's purpose **LA.W.5.1d** Provide a conclusion related to the opinion presented. LA.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly**. LA.W.5.3** Write narratives to develop real or imagined experiences, or events using effective technique, descriptive details, and clear event

sequence..**LA.5.3.b**- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events. **LA.W.5.3c**-Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **LA.W.5.3d**- Use concrete words and phrases and sensory details to convey experiences and events precisely. **LA.W.5.3e**- Provide a conclusion that follows from the narrated experiences or events. **LA.W.5.**- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **LA.W.5.6**- With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. 5**LA.W.5.7** - [Progress Indicator] - Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic. **LA.SL.5** - [Strand] - Speaking and Listening **LA.SL.5.1A** - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. **LA.L.5** - [Strand] - Language

LA.L.5.2 - [Progress Indicator] - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **LA.L.5E** - Spell grade-appropriate words correctly, consulting references as needed. **LA.L.5.4A** - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. **LA.L.5.5A** - Interpret figurative language, including similes and metaphors, in context **LA.L.5.5.C** - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words

Language Standards:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
Text Types and Purposes: NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing
NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge: NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing: NJSLSA.W10. 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 tasks, purposes, and audiences.

Comprehension and Collaboration: NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas: NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening : To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Conventions of Standard English: NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language: NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use: NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use : To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

- **WIDA Can-Do Descriptors:** https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf

Essential Questions/Critical Understandings:	Essential Skills:
- What is the power of the sun? - What would happen if the sun disappeared? - How do we capture sunlight? - How do we explain the steps in a procedure to others? - How can we best understand the role of story characters in a conflict? - What are the four types of sentences? - How can we better comprehend the plot of a story? - What is a myth? - What is the best way to give explicit directions to create something? - How do word origins help to define new vocabulary? - What is the best way to write a myth? - How can we present a story extension of "Ten Suns to the class? - How can we verify what we hear or read? - How can we identify goal and outcome in text? - How do we write compound sentences? - How does asking questions as we read help us to better comprehend the text? - What are ways to politely confirm oral information? - What is a blog? - How do we form complex sentences? - How do we listen and take notes? - How do we write a procedural text?	- Share prior knowledge of unit theme in a class discussion - View a video about the unit theme and discuss main ideas/details to build background - Use language frames to give commands to complete a task - Complete a character chart to explain the role, function, actions, and conflict of a story - Identify and give examples of the four type of sentences - Use language frames to ask questions as you read to increase story comprehension - Listen to and read aloud the Chinese myth, "Ten Sun" and list the aspects of a myth - Use language frames with sequential words to give clear and concise directions to others - Identify four common roots of words and use them to define new vocabulary - Use the RAFT Model and graphic organizers to create, plan, prewrite, revise, illustrate and publish a myth - Work in small groups to brainstorm, write, rehearse, and present an extension to the myth, "Ten Suns". - Use Language Frames to verify information heard orally or read in text - Use a goal and outcome chart to identify problem, possible solutions, and outcome from oral or written text - Use conjunctions to write compound sentences - Use language frames to ask questions while reading to better comprehend the text - Use vocabulary such as Can you tell me… or Did you say that… to politely confirm oral information - Read the blog, "Energy for the Future" and list the characteristics that are different from normal text - Use subordinate conjunctions to write complex sentences - Use language frames to recognize main ideas and details in oral presentations and write brief notes - Review the how-to article, "How to Make a Solar Oven" and use the RAFT Model to create the steps to make another item

SIOP Features

Preparation	Scaffolding	Grouping Options
☒ Adaptation of Content	☒ Modeling	☒ Whole Class
☒ Links to Background	☒ Guided practice	☒ Small Groups
☒ Links to Past Learning	☒ Independent practice	☒ Partners
☒ Strategies Incorporated	☒ Comprehensible input	☒ Independent

Integration of Processes	Application	Assessment
☒ Reading	☒ Hands-on	☒ Individual
☒ Writing	☒ Meaningful	☒ Group
☒ Speaking	☒ Linked to objectives	☒ Written
☒ Listening	☒ Promotes engagement	☒ Oral

Learning/Instructional Strategies

- All ESL teachers collaborate to create the ESL Learning Fair which assists parents to ensure success and acclamation to school in the U.S.
- If necessary, the ESL teacher will provide lessons and practice for all ELLs in remote learning and direction to utilize the required platform for work completed independently at home in case of mandated hybrid scheduling. (See appendix for suggestions to instruct ESL students remotely.)

ELA Collaboration:

The current grade 5 ELA program is a comprehensive ELA curriculum composed of four modules or units of study. Each module focuses on a topic essential for building background knowledge, vocabulary, and writing skills. These highlighted skills are also an integral part of the ESL curriculum. For each module, students read a series of authentic texts on the module topic and engage with the texts critically and systematically. The approach is integrated and includes daily reading, writing, speaking, listening, grammar and vocabulary study which is based on the texts. A framework of questioning engages students in the content and in the process of reading complex texts. These questions guide students' daily work of encountering, understanding, and analyzing complex text. Students practice reading, writing, speaking, listening and language in an integrated way, with every strand of the standards woven throughout each module. These learning devices are also part of the ESL text units and teacher lesson plans. When themes are similar, it is noted here in the ESL unit description.

The same Language Standards and Progress Indicators are utilized to measure student performance in both grade 5 ELA and ESL instruction. Many Wit and Wisdom skills such as reading for comprehension, participating in guided group discussion about literature, writing as a group, pair or individually, and listening to directions to complete assignments correctly are reinforced in the ESL classroom. The ELA teacher and ESL teacher should remain in close contact to individually assess ESL students' language progress and provide plans to address any problem areas for the ELLs in the ELA classroom.

Launch of ESL Unit 2 Catching the Light
Introduce the Big Question
Tap prior knowledge
Build Background through discussion, video view (MyNGConnect) or engage in interactive presentation
Preview the science story
Listen to and then read aloud the myth, "Ten Suns: A Chinese Myth"
Build comprehension by making predictions, practicing unit vocabulary, interpreting story drawings, understanding character motives, making connections, recognizing cause/effect, predicting, recognizing sensory details
Begin short writing practices pertaining to story theme/plot- Use workbooks and journals (sentences, paragraph)
Introduce 4 types of sentences and use workbook and homework sheets for practice
Scaffold vocabulary and reading concepts for newer students and students with IEPs

Scaffolding

Level 1 Entering	• WIDA Can-Do Descriptors https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf https://www.state.nj.us/education/modelcurriculum/ela/3u1.shtml

Level 2 **Beginning**	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 3 **Developing**	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 4 **Expanding**	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 5 **Bridging**	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 6 **Reaching**	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks

Formative:
- Exit Tickets
- Concept maps/diagrams
- ESL Portfolio
  Practice and homework for grammar and writing practice
  Running records
  Workbook pages
  Writing Journal
  Vocabulary Journal
  Assignments produced using Flipgrid, Seesaw, Power Point
- IDE Projects (if teacher has received training)
- Writing projects at end of unit
- See appendix for DRA and Lexile expectations throughout school year for grade 5

Summative:
September/October- all grade 5 students
  - Writing Baseline
  - WIDA Model or ACCESS results
  - STAR results (language)
End of MP#1 (End of Nov.)
- **ELA benchmarks**
REACH Unit 2 Test
- Key Word/Vocabulary
- Reading Comprehension
- Grammar
- **Grading with rubrics for myth writing**
- **Grading with rubrics for extending the story**
- **Grading with rubrics for how-to article presentation**

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May/Jun
Instructional									
Independent	S	S or T	T	T	U	U	U	U or V	V

Text/Resources:
- Reach Series- Cengage (includes room library books, Language Songs, Language and Literacy Teamwork Activities, Language Builder Picture Cards, Newcomer Level- In the U.S, Reach Into Phonics
- MyNGConnect
- Fundations
- STAR
- www.wida.us
- NJDOE Bilingual Website
- The SIOP Model
- ACCESS Testing
- IXL
- Raz-Kids (A-Z)
- Brainpop ESL
- Tumblebooks
- Flipgrid
- Nearpod
- Scholastic Storyworks Magazine
- IDE Units (if teacher has training and access to materials)
- Classroom Library
- Language Builder Picture Cards

Interdisciplinary Connections

Science
- Reach Level F Content Stations- Heating Land and Water, Experiment with Lights

Math
- Reach Level F Content Stations- Ancient Chinese and Aztec Numbers, Measuring Temperature

Social Studies
- Reach Level F Content Stations- It's Electric, Powered by Sunlight
- https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf

Exploratory Arts
- **Performing Arts-** Theme Theater presentation- Extend a Story, How-to presentation
- **Spanish-** Recognition of Spanish cognates, double negatives in other languages, formation of yes/no questions in other languages, location of question words in sentences in other languages, lack of sentence subject in other languages
- **Music-** Sing-Alongs, songs, chants
- **Art-** Props for theme theater, drawings/charts for how-to directions, draw or choose graphic for title page of myth story

Unit Modifications for Special Population Students

Advanced Learners	Independent peer conferences, challenge students to use vivid vocabulary when writing, encourage brainstorming sessions, create dialog for a scene or series of drawings, stage manager for active theater, add more details to written responses, group leader for how-to demonstration
Struggling Learners	Individual writing conferences, partner conferences with teacher monitoring, Use language frames for speaking and writing, use graphic organizers for reading and writing, allow students to use drawings to convey meaning, use timelines to explain sequence, provide models to demonstrate purpose of lesson or activity, use realia and pictures to convey meaning of new vocabulary, modify roles in presentations and active theater, use singular words in written responses, provide word lists to help with paragraph/story writing. Use MTSS interventions.
English Language Learners	Individual writing/reading, read conferences, reading buddies, writing buddies, display language frames, vocabulary cards, word wall lists, related reading materials at correct reading level for newcomer This curriculum is designed for ELLs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf
Special Needs Learners	Use struggling learners' suggestions and follow IEP suggestions, conference often with Spec. Ed. Teacher. Use MTSS Interventions
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills

Indicators:
https://www.state.nj.us/education/aps/cccs/career/curriculum.htm

Review the following standards for expectations by grade 5:
https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf

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  - NGReach.com and Tool Kit
  - Raz-Kids
  - BrainpopESL
  - SeeSaw
  - Flipgrid
  - Power Point
  - Fundations
  - Schoology
  - OneNote
  - Nearpod
  - Hybrid school schedules that include remote learning
  - On-line distance learning

Unit 3 Title: Reach Level F- Nature's Network -The Language of Science
Unit Description: This unit launches with the science theme of how living things are connected, then focuses on food webs and ecosystems. Literature utilized includes genres of realistic fiction, expository nonfiction, interviews, and science articles. The variety of genres used reinforces the authentic text selections in the ELA classroom. Grammar lessons pertain to plural noun formations, count/noncount nouns, use of articles before nouns, prefix and suffix origins, and multiple-meaning words. Vocabulary includes academic science words, many reinforced from regular classroom introduction. As in the ELA classroom, a vocabulary journal is maintained to increase usage of academic vocabulary and improve spelling. Identifying main ideas/details, analyzing story plot, and setting, using text features, and understanding literal and figurative language, are the reading strategies addressed. Recognizing figurative language and analyzing story plot, and using text features reinforce the skills in the corresponding ELA unit. Speaking and listening practice includes telling an original story, summarizing, or retelling a story, summarizing spoken messages, listening for the main idea, conducting an interview, and analyzing expressions. Writing emphasis pertains to using precise words, creating a main idea and details paragraph, summarizing, and preparing questions for an interview. Using precise words and writing paragraphs are also taught in the ELA unit. Phonics review and practice highlights long a, i, o, u, multisyllabic words, and long a, i, o, u in VCe form.
Unit Duration: 3-4 weeks

Desired Results

Language Objectives: *LA.RL.5.1 - [Progress Indicator] - Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.* LA.RL.5.2 - [Progress Indicator] - Determine the key details in a story, drama, or poem to identify the theme and to summarize the text. LA.RL.5.3 - [Progress Indicator] - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). LA.RL.5.4 - [Progress Indicator] - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. LA.RL.5.5 - [Progress Indicator] - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. LA.RL.5.6- Describe how a narrator's or speaker's point of view influences how events are described.

LA.RL.5.7 - [Progress Indicator] - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

LA.W.5.8 - [Progress Indicator] - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

LA.RL.5.9 - [Progress Indicator] - Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) 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

. LA.RL.5.10 - [Progress Indicator] - By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. LA.RI.5 - [Strand] - Reading Informational Text LA.RI.5.1 - [Progress Indicator] - Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

LA.RI.5.2 - [Progress Indicator] - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text... LA.RI.5.3 - [Progress Indicator] - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. LA.RI.5.5 - [Progress Indicator] - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information.in two or more texts LA.RF.5.4.A - Read grade-level text with purpose and understanding.

LA.RI.5.8 - [Progress Indicator] - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). LA.RI.5.9 - [Progress Indicator] - Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably. LA.RF.5 - [Strand] - Reading Foundation Skills LA.RF.5.3 - [Progress Indicator] - Know and

apply grade-level phonics and word analysis skills in decoding and encoding words. LA.W.5- Writing Write opinion pieces on topics or texts, supporting a point of view with reasons and information. LA.W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which details are logically grouped to support the writer's purpose LA.W.5.1d Provide a conclusion related to the opinion presented. LA.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. LA.W.5.3 Write narratives to develop real or imagined experiences, or events using effective technique, descriptive details, and clear event sequence..LA.5.3.b- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events. LA.W.5.3c-Use a variety of transitional words, phrases, and clauses to manage the sequence of events. LA.W.5.3d- Use concrete words and phrases and sensory details to convey experiences and events precisely. LA.W.5.3e- Provide a conclusion that follows from the narrated experiences or events. LA.W.5.- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. LA.W.5.6- With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. 5LA.W.5.7 - [Progress Indicator] - Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic. LA.SL.5 - [Strand] - Speaking and Listening LA.SL.5.1A - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. LA.L.5 - [Strand] - Language
LA.L.5.2 - [Progress Indicator] - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. LA.L.5E - Spell grade-appropriate words correctly, consulting references as needed. LA.L.5.4A - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. LA.L.5.5A - Interpret figurative language, including similes and metaphors, in context LA.L.5.5.C - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words

Language Standards: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
Text Types and Purposes: NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing
NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge: NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing: NJSLSA.W10. 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 tasks, purposes, and audiences.

Comprehension and Collaboration: NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas: NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening : To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations— as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Conventions of Standard English: NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language: NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use: NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use : To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and

media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

- **WIDA Can-Do Descriptors:** https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf

Essential Questions/Critical Understandings:	Essential Skills:
- What is nature's network? - How are living things connected? - Why are the small things in nature important? - How can we tell an original story that identifies problem, characters' actions, and solution for our listeners? - What is the plot of a story? - When do you use a, an, and the articles in sentences? - How do we determine importance of story information to summarize the events? - How do we pluralize nouns? - What is the best way to summarize a spoken message? - What are prefixes and how do they change the meaning of words? - How do I best plan and write a main idea/details paragraph? - How can we summarize a story in a performance setting? - How do we engage in formal conversation? - How do we recognize main ideas and their details in text? - What are count and noncount nouns? - Which nouns have irregular plural forms or no plural forms? - What suffixes come from other languages and help to define new words? - How do we review text main ideas and details in a small group panel discussion? - How do we write as a reporter?	- Share prior knowledge of unit theme in a class discussion - View the interactive about networks in nature to build background about unit theme - Use language frames to include important main ideas and details when telling an original story - Use a plot diagram to identify the problem, events, turning point, and resolution of a story - Create a rule chart after discussing when to use a, an, and the in sentences - Use language frames as you read to recognize important story details and summarize the text - Create a chart that lists the rules for using -s or -es to pluralize nouns and includes examples of spelling changes - Use language frames to identify the topic, the details, and the sequence of a spoken message - Identify common prefixes and use their meanings to define new vocabulary words - Use the RAFT Model to choose a topic, identify the audience, and write a paragraph about a visit to a particular ecosystem - Retell the realistic fiction story, "Coyote and Badger" by creating and using puppets in a small group - Use language frames to successfully engage in formal conversation - Use a tree diagram to identify a main idea and its details in a reading selection - Define count and noncount nouns and give examples of both - List nouns with irregular plural forms or no plural forms in a notebook chart (child-children, man-men, clothing, weather, etc.) - Identify 3 suffixes with foreign language origins and use their meanings to help define new vocabulary - Create questions for a moderator to ask during a panel discussion about the creatures identified in the unit to reinforce the main ideas and details explained in the text selections - Follow steps outlined to plan, write questions,

		and interview an animal expert to build background about unit topic

SIOP Features

Preparation	Scaffolding	Grouping Options
☒ Adaptation of Content	☒ Modeling	☒ Whole Class
☒ Links to Background	☒ Guided practice	☒ Small Groups
☒ Links to Past Learning	☒ Independent practice	☒ Partners
☒ Strategies Incorporated	☒ Comprehensible input	☒ Independent
Integration of Processes	**Application**	**Assessment**
☒ Reading	☒ Hands-on	☒ Individual
☒ Writing	☒ Meaningful	☐ Group
☒ Speaking	☒ Linked to objectives	☒ Written
☒ Listening	☒ Promotes engagement	☒ Oral

Learning/Instructional Strategies

If necessary, the ESL teacher will provide lessons and practice for all ELs in remote learning and direction to utilize the required platform for work completed independently at home in case of mandated hybrid scheduling. (See appendix for suggestions to instruct ESL students remotely.)

ELA Collaboration:
The current grade 5 ELA program is a comprehensive ELA curriculum composed of four modules or units of study. Each module focuses on a topic essential for building background knowledge, vocabulary, and writing skills. These highlighted skills are also an integral part of the ESL curriculum. For each module, students read a series of authentic texts on the module topic and engage with the texts critically and systematically. The approach is integrated and includes daily reading, writing, speaking, listening, grammar and vocabulary study which is based on the texts. A framework of questioning engages students in the content and in the process of reading complex texts. These questions guide students' daily work of encountering, understanding, and analyzing complex text. Students practice reading, writing, speaking, listening and language in an integrated way, with every strand of the standards woven throughout each module. These learning devices are also part of the ESL text units and teacher lesson plans. When themes are similar, it is noted here in the ESL unit description.
The same Language Standards and Progress Indicators are utilized to measure student performance in both grade 5 ELA and ESL instruction. Many skills such as reading for comprehension, participating in guided group discussion about literature, writing as a group, pair or individually, and listening to directions to complete assignments correctly are reinforced in the ESL classroom. The ELA teacher and ESL teacher should remain in close contact to individually assess ESL students' language progress and provide plans to address any problem areas for the ELLs in the ELA classroom.

Launch of ESL Unit 3- Nature's Network
Introduce the Big Question
Tap prior knowledge
Build Background through discussion, video view (MyNGConnect) or engage in interactive presentation
Preview the science story
Listen to and then read aloud the realistic fiction story, "Coyote and Badger"
Build comprehension by practicing unit vocabulary, interpreting story drawings, understanding character motives, making connections, recognizing the plot of the story, making inferences, summarizing story events
Begin short writing practices pertaining to story theme/plot- Use workbooks and journals (sentences, paragraph)
Review and reinforce plural nouns, and count/noncount nouns and use workbook and homework sheets for practice
Scaffold vocabulary and reading concepts for newer students and students with IEPs Give nonspeaking roles for oral presentation such as cameraman or speaking coach to newcomers or students with IEPs.

Scaffolding	
Level 1 Entering	• WIDA Can-Do Descriptors https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf • https://www.state.nj.us/education/modelcurriculum/ela/3u1.shtml
Level 2 Beginning	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 3 Developing	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 4 Expanding	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 5 Bridging	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 6 Reaching	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks

Formative:
- Exit Tickets
- Concept maps/diagrams
- ESL Portfolio
  Practice and homework for grammar and writing practice
  Running records
  Workbook pages
  Writing Journal
  Vocabulary Journal
  Assignments produced using Flipgrid, Seesaw, Power Point
- IDE Projects (if teacher has received training)
- Writing Projects at end of unit
- See appendix for DRA and Lexile expectations throughout school year for grade 5

Summative:
End of MP#1 (End of Nov.)
- **ELA benchmarks**
REACH Unit 3 Test
- Key Word/Vocabulary
- Reading Comprehension
- Grammar
- **Grading with rubrics for puppet theater presentation**
- **Grading with rubrics for panel discussion**
- **Grading with rubrics for interviews**

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May/Jun
Instructional									
Independent	S	Sor T	T	T	U	U	U	U or V	V

Text/Resources:
- Reach Series- Cengage (includes room library books, Language Songs, Language and Literacy Teamwork Activities, Language Builder Picture Cards, Newcomer Level- In the U.S, Reach Into Phonics
- MyNGConnect
- Fundations
- STAR
- www.wida.us
- NJDOE Bilingual Website
- The SIOP Model
- ACCESS Testing
- IXL
- Raz-Kids (A-Z)
- Brainpop ESL
- Tumblebooks
- Flipgrid
- Nearpod
- Scholastic Storyworks Magazine
- IDE Units (if teacher has training and access to materials)
- Classroom Library

Interdisciplinary Connections

Science
- Reach Level F Content Stations-Draw a Food Web, Past and Future Fish

Math
- Reach Level F Content Stations- On the Hunt, Mola Math
- **Social Studies**
- Reach Level F Content Stations- Write about Chaco Canyon, Chart the Ocean Sunfish
- **Exploratory Arts**
- **Art-** Creating and labeling a plant diagram, Write a science article with drawings/diagrams
- **Spanish-** Recognizing Spanish cognates, formation of plural nouns in Spanish, lack of indefinite articles in some languages, lack of noncount nouns in some languages, lack of plural nouns in other languages, addition of -s to noncount nouns in other languages
- **Music-** Sing-Alongs, songs, and chants
- **Performing Arts**
- Creating name tags of role player in panel discussion, making of puppets for theme theater

Unit Modifications for Special Population Students	
Advanced Learners	Independent peer conferences, challenge students to use vivid vocabulary when writing, encourage brainstorming sessions, create dialog for a scene or series of drawings, stage manager/anchor for puppet show, moderator for panel discussion
Struggling Learners	Individual writing conferences, partner conferences with teacher monitoring, Use language frames for speaking and writing, use graphic organizers for reading and writing, allow students to use drawings to convey meaning, use timelines to explain sequence, provide models to demonstrate purpose of lesson or activity, use realia and pictures to convey meaning of new vocabulary, modify roles in presentations and active theater, use sentence starters (sequence words) for writing, MTSS Interventions
English Learners	Individual writing/reading, read conferences, reading buddies, writing buddies, display language frames, vocabulary cards, word wall lists, related reading materials at correct reading level for newcomers This curriculum is designed for ELLs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf
Special Needs Learners	Use struggling learners' suggestions and follow IEP suggestions, conference often with Spec. Ed. teacher
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills

https://www.state.nj.us/education/aps/cccs/career/curriculum.htm

Review the following standards for expectations by grade 5:
https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf

Indicators:
- NGReach.com and Tool Kit
- Raz-Kids

- BrainpopESL
- SeeSaw
- Flipgrid
- Power Point
- Fundations
- Schoology
- OneNote
- Nearpod
- Hybrid school schedules that include remote learning
- On-line distance learning

Unit 4 Title: Reach Series Level F- Justice- The Language of Social Studies

Unit Description: This unit launches with the social studies theme of the struggles for human rights, then focuses on the American Civil War Era and the American Civil Rights Era. Authentic literature utilized includes tales, biography, and history and social studies articles. The variety of genres used reinforces the authentic text selections in the ELA classroom. Grammar lessons pertain to present tense action verbs, helping verbs, present tense verb forms of "to be" and "to have", synonyms, and present progressive tense. Vocabulary includes academic social studies words, many reinforced from regular classroom introduction. As in the ELA classroom, a vocabulary journal is maintained to increase usage of academic vocabulary and improve spelling. Making inferences, analyzing theme, characters, and setting of a story, identifying and analyzing figurative language, recognizing sequence and analyzing point of view in text, and analyzing literary language are the reading strategies addressed. Speaking and listening practice includes justifying, expressing possibility, probability, and certainty, using gestures and expressions, negotiating, and narrative presentations. Many of these skills reinforce the ELA unit lessons of analyzing literal and figurative language. Writing emphasis pertains to fluency, journal entries, and writing a research report. Figurative language skills reinforce the ELA unit goal of writing a conflict narrative. Phonics review and practice highlights words with long a sound comprising of ai, and ay vowel blends, words with long e sound comprising of ee, ea vowel blends, words with long o sound comprising of oa, ow vowel blends, verbs ending in -ed and -ing.

Unit Duration: 3-4 weeks

Desired Results

Language Objectives: *LA.RL.5.1 - [Progress Indicator] - Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.* **LA.RL.5.2** - [Progress Indicator] - Determine the key details in a story, drama, or poem to identify the theme and to summarize the text. **LA.RL.5.3** - [Progress Indicator] - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
LA.RL.5.4 - [Progress Indicator] - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **LA.RL.5.5** - [Progress Indicator] - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. **LA.RL.5.6**- Describe how a narrator's or speaker's point of view influences how events are described.
LA.RL.5.7 - [Progress Indicator] - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LA.W.5.8 - [Progress Indicator] - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
LA.RL.5.9 - [Progress Indicator] - Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) 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
LA.RL.5.10 - [Progress Indicator] - By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. **LA.RI.5** - [Strand] - Reading Informational Text **LA.RI.5.1** - [Progress Indicator] - Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2 - [Progress Indicator] - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text... **LA.RI.5.3** - [Progress Indicator] - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. **LA.RI.5.5** - [Progress Indicator] - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information.in two or more texts **LA.RF.5.4.A** - Read grade-level text with purpose and understanding.
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knowledgeably. **LA.RF.5** - [Strand] - Reading Foundation Skills **LA.RF.5.3** - [Progress Indicator] - Know and apply grade-level phonics and word analysis skills in decoding and encoding words**. LA.W.5**- Writing Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **LA.W.5.1a** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which details are logically grouped to support the writer's purpose **LA.W.5.1d** Provide a conclusion related to the opinion presented. LA.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly**. LA.W.5.3** Write narratives to develop real or imagined experiences, or events using effective technique, descriptive details, and clear event sequence**..LA.5.3.b**- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events. **LA.W.5.3c**-Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **LA.W.5.3d-** Use concrete words and phrases and sensory details to convey experiences and events precisely. **LA.W.5.3e**- Provide a conclusion that follows from the narrated experiences or events. **LA.W.5**.- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **LA.W.5.6**- With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. 5**LA.W.5.7** - [Progress Indicator] - Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic. **LA.SL.5** - [Strand] - Speaking and Listening **LA.SL.5.1A** - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. **LA.L.5** - [Strand] - Language

LA.L.5.2 - [Progress Indicator] - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **LA.L.5E** - Spell grade-appropriate words correctly, consulting references as needed. **LA.L.5.4A** - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. **LA.L.5.5A** - Interpret figurative language, including similes and metaphors, in context **LA.L.5.5.C** - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words

Language Standards: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Text Types and Purposes: NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are

appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge: NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing: NJSLSA.W10. 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 tasks, purposes, and audiences.

Comprehension and Collaboration: NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas: NJSLSA.SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening : To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations— as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Conventions of Standard English: NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language: NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use: NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use : To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able

to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

- **WIDA Can-Do Descriptors:** https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf

Essential Questions/Critical Understandings:	Essential Skills:
- What is justice? - What would you risk for justice? - How can we achieve justice? - How do we best justify our opinions? - How do we identify the theme of a story? - What are present tense action verbs? - How do we make inferences about what we read to better comprehend the text? - How do we express certainty, probability, or possibility? - How do we form and use present progressive tense? - How do gestures and expressions help us to effectively communicate our feelings? - How do we create analogies that show the relationship of antonyms? - How do we write a paragraph summary of read text? - How do we dramatize a reading selection and present it to an audience? - How do we negotiate fairly to solve a problem? - How do we identify the sequence of events in text? - What are the forms of "to be" and "to have"? - How do we correctly interpret the message of a speaker? - How do we create analogies that show the relationship of antonyms and the relationship of synonyms? - How do we present a narrative about negotiating justice for the California farmworkers? - How do we write as a researcher?	- Share prior knowledge of unit theme, including current events in the U. S. and in the students' countries - View and discuss a video in class to build background about unit theme - Use language frames to give opinions, cite evidence, and give advice about an issue - Use a theme chart to identify story clues that explain the theme of the text - Identify the subject and action verbs in written sentences - Use language frames to make inferences while reading to improve comprehension - Identify and use vocabulary in statements to correctly express certainty, probability, and possibility - Complete a journal chart that lists the rules for the usage and formation of present progressive tense and create correct examples of sentences - Use language frames to practice expressing yourself using polite gestures and facial expressions - Define analogy and use examples to list similar antonyms and a list of synonyms then create your own antonym analogies and synonym analogies - Use the RAFT Model to write a paragraph summary "Journey to Freedom" - In small groups, plan, write dialog, create props, rehearse, and present part of the tale, "Crossing Bok Chitto" in a 5- minute Flipgrid video - Use a sequence chain to identify the events and plot of a text - Identify and create written sentences that correctly use present tense forms of "to be" and "to have" - Use language frames to effectively listen, make inferences, and retell a speaker's message - Work in small groups to plan, write, rehearse, and present a narrative about "La Causa" of California farmworkers and Cesar Chavez, using the biography, "Harvesting Hope" - Use the RAFT Model to plan, research, write, edit, and publish a research report about an important

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	member of the Civil Rights Movement in the U.S.

SIOP Features

Preparation	Scaffolding	Grouping Options
☒ Adaptation of Content	☒ Modeling	☒ Whole Class
☒ Links to Background	☒ Guided practice	☒ Small Groups
☒ Links to Past Learning	☒ Independent practice	☒ Partners
☒ Strategies Incorporated	☒ Comprehensible input	☒ Independent
Integration of Processes	**Application**	**Assessment**
☒ Reading	☒ Hands-on	☒ Individual
☒ Writing	☒ Meaningful	☒ Group
☒ Speaking	☒ Linked to objectives	☒ Written
☒ Listening	☒ Promotes engagement	☒ Oral

Learning/Instructional Strategies

- If necessary, the ESL teacher will provide lessons and practice for all ELs in remote learning and direction to utilize the required platform for work completed independently at home in case of mandated hybrid scheduling. (See appendix for suggestions to instruct ESL students remotely.)

- **ELA Collaboration:**

The current grade 5 ELA program is a comprehensive ELA curriculum composed of four modules or units of study. Each module focuses on a topic essential for building background knowledge, vocabulary, and writing skills. These highlighted skills are also an integral part of the ESL curriculum. For each module, students read a series of authentic texts on the module topic and engage with the texts critically and systematically. The approach is integrated and includes daily reading, writing, speaking, listening, grammar and vocabulary study which is based on the texts. A framework of questioning engages students in the content and in the process of reading complex texts. These questions guide students' daily work of encountering, understanding, and analyzing complex text. Students practice reading, writing, speaking, listening and language in an integrated way, with every strand of the standards woven throughout each module. These learning devices are also part of the ESL text units and teacher lesson plans. When themes are similar it is noted here in the ESL unit description.

The same Language Standards and Progress Indicators are utilized to measure student performance in both grade 5 ELA and ESL instruction. Many Wit and Wisdom skills such as reading for comprehension, participating in guided group discussion about literature, writing as a group, pair or individually, and listening to directions to complete assignments correctly are reinforced in the ESL classroom. The ELA teacher and ESL teacher should remain in close contact to individually assess ESL students' language progress and provide plans to address any problem areas for the ELLs in the ELA classroom.

Launch of ESL Unit 4- Justice
Introduce the Big Question
Tap prior knowledge
Build Background through discussion, video view (MyNGConnect) or engage in interactive presentation
Preview the historically based tale," Crossing Bok Chitto"
Listen to and then read aloud the story, "Crossing Bok Chitto"
Build comprehension by practicing unit vocabulary, interpreting story drawings, understanding character motives, making connections, recognizing main ideas/details of the story, making inferences, recognizing sequence of events, identifying story theme
Begin short writing practices pertaining to story theme/plot- Use workbooks and journals (sentences, paragraph)
Review and reinforce present progressive tense verb forms and subject-verb agreement and use workbook and homework sheets for practice
Scaffold vocabulary and reading concepts for newer students and students with IEPs Give nonspeaking roles for Flipgrid presentation such as cameraman or speaking coach to newcomers or students with IEPs.

Scaffolding

Level 1 Entering	• WIDA Can-Do Descriptors https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf • https://www.state.nj.us/education/modelcurriculum/ela/3u1.shtml
Level 2 Beginning	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 3 Developing	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 4 Expanding	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 5 Bridging	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 6 Reaching	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks	

Formative:
• Exit Tickets
• Concept maps/diagrams
• ESL Portfolio
  Practice and homework for grammar and writing practice
  Running records
  Workbook pages
  Writing Journal
  Vocabulary Journal
  Assignments produced using Flipgrid, Seesaw, Power Point
• IDE Projects (if teacher has received training)
• Writing Projects at end of unit
• See appendix for DRA and Lexile expectations throughout school year for grade 5
	Summative:
	End of MP#1 (End of Nov.)
	  • **ELA benchmarks**
	REACH Unit 4 Test
	• Key Word/Vocabulary
	• Reading Comprehension
	• Grammar
	• **Grading with rubrics for narrative presentation**
	• **Grading with rubrics for research report**
	• **Grading with rubrics for group Flipgrid presentation about story dramatization**

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May/Jun
Instructional									
Independent	S	S or T	T	T	U	U	U	U or V	V

Text/Resources:
- Reach Series- Cengage (includes room library books, Language Songs, Language and Literacy Teamwork Activities, Language Builder Picture Cards, Newcomer Level- In the U.S, Reach Into Phonics
- MyNGConnect
- Fundations
- STAR
- www.wida.us
- NJDOE Bilingual Website
- The SIOP Model
- ACCESS Testing
- IXL
- Raz-Kids (A-Z)
- Brainpop ESL
- Tumblebooks
- Flipgrid
- Nearpod
- Scholastic Storyworks Magazine
- IDE Units (if teacher has training and access to materials)
- Classroom Library

Interdisciplinary Connections

Science
- Reach Level F Content Stations- The New Moon, The Dust Bowl

Math
- Reach Level F Content Stations- Native American Populations, A Long Walk

Social Studies

- Reach Level F Content Stations- Write About the Underground Railroad, Create a Timeline
- https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf

Exploratory Arts
- **Arts-** Create props for presentations, Create drawings for presentations
- **World Languages-** Spanish cognates, omission of "to be" verb forms in some languages, lack of verb changes to reflect person or number in other languages, lack of helping verbs in some languages
- **Music-** Sing-Along songs, CDs for songs and chants
- **Performing Arts-** Dramatization of scenes from "Crossing Bok Chitto"

Unit Modifications for Special Population Students	
Advanced Learners	Independent peer conferences, challenge students to use vivid vocabulary when writing, encourage brainstorming sessions, create dialog for a scene or series of drawings, stage manager/anchor for Flipgrid presentation, write independently, director for dramatization
Struggling Learners	Individual writing conferences, partner conferences with teacher monitoring, Use language frames for speaking and writing, use graphic organizers for reading and writing, allow students to use drawings to convey meaning, use timelines to explain sequence, provide models to demonstrate purpose of lesson or activity, use realia and pictures to convey meaning of new vocabulary, modify roles in presentations and active theater, small group brainstorming, use sentence starters for sentence writing. MTSS Interventions
English Learners	Individual writing/reading, read conferences, reading buddies, writing buddies, display language frames, vocabulary cards, word wall lists, related reading materials at correct reading level for newcomers This curriculum is designed for ELLs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf
Special Needs Learners	Use struggling learners' suggestions and follow IEP suggestions, conference often with Spec. Ed. teacher
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21ˢᵗ Century Skills

Indicators:
https://www.state.nj.us/education/aps/cccs/career/curriculum.htm
 	
Review the following standards for expectations by grade 5:
https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf
 	
     • NGReach.com and Tool Kit
     • Raz-Kids
     • BrainpopESL
     • SeeSaw
     • Flipgrid
     • Power Point

- Fundations
- Schoology
- OneNote
- Nearpod
- Hybrid school schedules that include remote learning
- On-line distance learning

Unit 5 Title: Reach Level F—Every Drop (The Language of Science)
Unit Description: This unit launches with emphasis on conserving our resources, then focuses on the water cycle and weather and climate. Literature utilized includes the genres of science features and articles, science fiction, realistic fiction, and legends. The richness of the genre selection mirrors the selected texts of the ELA curriculum. Grammar lessons pertain to analogies, adjectives, comparative adjectives, possessive nouns and adjectives, possessive nouns, and singular and plural possessives. Vocabulary includes academic science words, many reinforced from regular classroom introduction. As in the ELA classroom, vocabulary journals are maintained. Analyzing story characters and their functions, making connections, and identifying main ideas and details are reading strategies addressed. Analyzing story characters' points of view are also practiced in the ELA classroom at this time. Speaking and Listening practice includes defining and explaining, expressing needs and wants, clarifying and supporting ideas, asking for and giving advice, and listening for important ideas. ELA students will use many of these skills in their classroom to participate in discussions. Writing emphasis looks at the aspects of writing narratives with strong beginnings, writing letters to an author, journal entries, and writing a magazine article. ELA students at this point of the year are also writing narratives with strong beginnings and writing journal entries to complete a writing project. Phonics review and practice highlights long I sound with -ie and -igh, long u sound and ui, ue sound, and controlled-r vowels.
Unit Duration: 3-4 weeks

Desired Results

Standard(s): RL.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2. Determine the key details in a story, drama, or poem to identify the theme and to summarize the text. RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Craft and Structure RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described. Integration of Knowledge and Ideas RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL.5.8. (Not applicable to literature) RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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 cultures5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. Grade 5 Progress Indicators for Reading Informational Text Key Ideas and Details RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Craft and Structure RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Integration of Knowledge and Ideas RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably. RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. New Jersey Student Learning Standards for English Language Arts Page 5 of 13 Grade 5 Progress Indicators for Reading Foundation Skills Phonics and Word Recognition RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. 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 RF.5.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading, as necessary. Text Types and Purposes W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). D. Provide a conclusion related to the opinion presented. W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a conclusion related to the information of explanation presented. W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events. New Jersey Student Learning Standards for English Language Arts Page 8 of 13 Production and Distribution of Writing W.5.4. 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.) W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.5.6. With some guidance and support from adults and peers, 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 two pages in a single sitting. Research to Build and Present Knowledge W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic. W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources. W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). B. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). Range of Writing W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Presentation of Knowledge and Ideas SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when

appropriate to enhance the development of main ideas or themes. SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. C. Use verb tense to convey various times, sequences, states, and conditions. D. Recognize and correct inappropriate shifts in verb tense. E. Use correlative conjunctions (e.g., either/or, neither/nor). L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation to separate items in a series. B. Use a comma to separate an introductory element from the rest of the sentence. C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). D. Use underlining, quotation marks, or italics to indicate titles of works. E. Spell grade-appropriate words correctly, consulting references as needed. Knowledge of Language L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. Vocabulary Acquisition and Use L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). C. 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. New Jersey Student Learning Standards for English Language Arts Page 13 of 13 L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figurative language, including similes and metaphors, in context. B. Recognize and explain the meaning of common idioms, adages, and proverbs. C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Language Standards:
 NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure
NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. 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 tasks, purposes, and audiences.

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

- **WIDA Can-Do Descriptors:** https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf

Essential Questions/Critical Understandings:	Essential Skills:
- Why is water so important? - How does water connect our world? - How does water affect people's life? - What are ways that people can protect the world's water supply? - What is a drought? - What is a way to list the main ideas and details of what we read? - How do we form most comparative and superlative adjectives? - How can we make connections as we read that help improve our comprehension? - What is the difference between needs and wants, and how do we best express them? - How do we form certain irregular forms of comparative and superlative adjectives? - How do we clarify and support our ideas orally and in writing? - What are analogies? - Why is water conservation important? - How do we present a science panel about water? - How can we best understand characters and their functions in stories? - How do we form noun possessives? - How do we politely ask for and give advice? - What is the best way to listen for important details? - What are possessive adjectives? - How do we create a dramatization of a scene from the realistic fiction selection, "My Great Grandmother's Gourd"? - How do we write as journalists?	- Discuss uses of water in class to share prior knowledge of unit theme - Name the steps of the water cycle and draw its diagram - View a video in class about water to build background - Use language frames to explain what a drought is and how it affects people - Use an outline form to list main ideas and details of text - Create a rule list in your journal for forming comparative and superlative adjectives and list examples of each - Use language frames to make connections while reading and improve comprehension - Use sentence starters to give examples of the best way to express needs and wants - Write the rules in your journal for forming comparative and superlative adjectives using most and least and add other irregular forms in a list - Use language frames to clarify and support your ideas and ask questions to confirm information - Define and complete analogies that show relationships between vocabulary words - Use the RAFT Model to write a main idea and detail paragraph about the importance of water conservation - Brainstorm questions, main ideas, and details about water in a small group, plan, write, and rehearse as a science panel to present in class - Use language frames to politely ask for and give ad - Complete a character chart as you read that lists

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• How is climate change affecting our water sources/cycles/earth?	the important characters of a story and their roles, functions, and relationships • Create a journal chart that lists the rules and forms to correctly write noun possessives • Use language frames to politely ask for and give advice and list vocabulary words such as I suggest, What advice…? etc. • Use language frames to successfully listen for and write down important details from a speaker • Create a possessive adjective chart in your journal and write sentences correctly using them • Work in small groups to plan, write, rehearse, and present a 5-minute scene from "My Great Grandmother's Gourd" • Choose a topic, gather information, prewrite, edit, and publish a magazine article about water using the Internet, graphic organizers, and photos

SIOP Features

Preparation		Scaffolding		Grouping Options	
☐	Adaptation of Content	☒	Modeling	☒	Whole Class
☒	Links to Background	☒	Guided practice	☒	Small Groups
☒	Links to Past Learning	☒	Independent practice	☒	Partners
☒	Strategies Incorporated	☒	Comprehensible input	☒	Independent
Integration of Processes		**Application**		**Assessment**	
☒	Reading	☒	Hands-on	☒	Individual
☒	Writing	☒	Meaningful	☐	Group
☒	Speaking	☒	Linked to objectives	☒	Written
☒	Listening	☒	Promotes engagement	☒	Oral

Learning/Instructional Strategies

- **Social/Emotional Learning:**

- If necessary, the ESL teacher will provide lessons and practice for all ELs in remote learning and direction to utilize the required platform for work completed independently at home in case of mandated hybrid scheduling. (See appendix for suggestions to instruct ESL students remotely.)

ELA Collaboration:
The current grade 5 ELA program is a comprehensive ELA curriculum composed of four modules or units of study. Each module focuses on a topic essential for building background knowledge, vocabulary, and writing skills. These highlighted skills are also an integral part of the ESL curriculum. For each module, students read a series of authentic texts on the module topic and engage with the texts critically and systematically. The approach is integrated and includes daily reading, writing, speaking, listening, grammar and vocabulary study which is based on the texts. A framework of

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questioning engages students in the content and in the process of reading complex texts. These questions guide students' daily work of encountering, understanding, and analyzing complex text. Students practice reading, writing, speaking, listening and language in an integrated way, with every strand of the standards woven throughout each module. These learning devices are also part of the ESL text units and teacher lesson plans. When themes are similar, it is noted here in the ESL unit description.

The same Language Standards and Progress Indicators are utilized to measure student performance in both grade 5 ELA and ESL instruction. Many skills such as reading for comprehension, participating in guided group discussion about literature, writing as a group, pair or individually, and listening to directions to complete assignments correctly are reinforced in the ESL classroom. The ELA teacher and ESL teacher should remain in close contact to individually assess ESL students' language progress and provide plans to address any problem areas for the ELs in the ELA classroom.

Launch of ESL Unit 5 – Every Drop

Introduce the Big Question

Tap prior knowledge

Build Background through discussion, video view (MyNGConnect) or engage in interactive presentation

Preview the science story

Listen to and then read aloud the science feature story, "One Well"

Build comprehension by making predictions, practicing unit vocabulary, interpreting text features, making connections, identifying main ideas and details, recognizing cause and effect

Begin short writing practices pertaining to main ideas and details- Use workbooks and journals (sentences, paragraph)

Introduce analogies and use workbook for practice and homework sheets

Scaffold vocabulary and reading concepts for newer students and students with IEPs

Scaffolding	
Level 1 Entering	• WIDA Can-Do Descriptors https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf https://www.state.nj.us/education/modelcurriculum/ela/3u1.shtml
Level 2 Beginning	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level.
Level 3 Developing	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level.
Level 4 Expanding	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level.
Level 5 Bridging	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level.
Level 6 Reaching	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

	Assessment/Performance Tasks	

Formative:
- Exit Tickets
- Concept maps/diagrams
- ESL Portfolio
  Practice and homework for grammar and writing practice
  Running records
  Workbook pages
  Writing Journal
  Vocabulary Journal
  Assignments produced using Flipgrid, Seesaw, Power Point
- IDE Projects (if teacher has received training)
- See appendix for DRA and Lexile expectations throughout school year for grade 4

Summative:
Jan. – Feb.- all grade 5 students
- STAR results (language)
- Columbia Assessment
End of MP#2 (End of Jan.)
- **ELA benchmarks**
REACH Unit 5 Test
- Key Word/Vocabulary
- Reading Comprehension
- Grammar

Rubrics for grading RAFT Model paragraphs
Rubrics for grading science panel presentation
Rubrics for grading dramatizations

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May/Jun
Instructional									
Independent	S	Sor T	T	T	U	U	U	U or V	V

Text/Resources:
- Reach Series- Cengage (includes room library books, Language Songs, Language and Literacy Teamwork Activities, Language Builder Picture Cards, Newcomer Level- In the U.S, Reach into Phonics
- MyNGConnect
- Fundations
- STAR
- www.wida.us
- NJDOE Bilingual Website
- The SIOP Model
- ACCESS Testing
- IXL
- Raz-Kids (A-Z)
- Brainpop ESL
- Tumblebooks
- Flipgrid
- Nearpod
- Scholastic Storyworks Magazine
- IDE Units (if teacher has training and access to materials)
- Classroom Library

Interdisciplinary Connections

Science
- Reach Series Level F Content Stations- Make Dirty Water Clean, Ancient Technology

Math
- Reach Series Level F Content Stations- Water Survey, Baobab Math

Social Studies
- Reach Series Level F Content Stations- Texas Water, Wall of Water
- https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf

Exploratory Arts
- **Music**- Reach Series Sing-Along books and CDs
- **World Languages**- Spanish cognates, lack of adjective change to show comparison in other languages, location of adjectives in other languages, forming possessive nouns with a phrase in other languages, elimination of possessive adjectives in other languages
- **Art**- Create posters for a science panel presentation, create costumes or props for a dramatization
- **Performing Arts-** Dramatization of "My Great-Grandmother's Gourd"

Unit Modifications for Special Population Students	
Advanced Learners	Independent peer conferences, challenge students to use vivid vocabulary when writing, encourage brainstorming sessions, create dialog for a scene, director for dramatization, moderator for science panel
Struggling Learners	Individual writing conferences, partner conferences with teacher monitoring, Use language frames for speaking and writing, use graphic organizers for reading and writing, allow students to use drawings to convey meaning, use timelines to explain sequence, provide models to demonstrate purpose of lesson or activity, use realia and pictures to convey meaning of new vocabulary, modify roles for oral presentations. MTSS Interventions
English Learners	Individual writing conferences, reading buddies, writing buddies, display language frames, vocabulary cards, word wall lists This curriculum is designed for ELLs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf
Special Needs Learners	Use struggling learners' suggestions and follow IEP suggestions, conference often with Spec. Ed. teacher
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills

Indicators:

https://www.state.nj.us/education/aps/cccs/career/curriculum.htm

Review the following standards for expectations by grade 5:
https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf

NGReach.com and Tool Kit

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Raz-Kids
Brainpop ESL
SeeSaw
Flipgrid
Power Point
Fundations
Schoology
OneNote
Nearpod
Hybrid school schedules that include remote learning
On-line distance learning

Unit 6 Title: Reach Level F- The Wild West (The Language of Social Studies)
Unit Description: This unit launches with emphasis on America's Wild West, then focuses on American history and the Westward Expansion. Literature utilized includes the genres of a play, history articles, essays, and a narrative poem. The richness of the genre selection mirrors the selected texts of the ELA curriculum. At this time in the year ELA students are also reading historical fiction in the classroom. Grammar lessons pertain to subject, object, reflexive, and possessive pronouns, homographs, and demonstrative adjectives. Vocabulary includes academic social studies words, many reinforced from regular classroom introduction. As in the ELA classroom, vocabulary journals are maintained. Recognizing author point of view, visualizing, recognizing cause and effect, summarizing, identifying the elements of a drama, analyzing characters, identifying main ideas and details, and analyzing poetic elements are reading strategies addressed. Analyzing characters and understanding author's point of view are also practiced in the ELA classroom at this time. Speaking and listening practice includes expressing feelings and opinions, describing experiences, and listening actively. ELA students will use many of these skills in their classroom to give opinions using formal and informal English. Writing emphasis looks at the aspects of writing journal entries, creating captions for photos or drawings, and writing dialog and narrative poems. Phonics review and practice highlights types of syllables, and words with oi, oy, ou, ow, oo, ew, au, aw, al, and all.
Unit Duration: 3-4 weeks

Desired Results

Standards: Standard(s): RL.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2. Determine the key details in a story, drama, or poem to identify the theme and to summarize the text. RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Craft and Structure RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described. Integration of Knowledge and Ideas RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL.5.8. (Not applicable to literature) RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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 cultures5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. Grade 5 Progress Indicators for Reading Informational Text Key Ideas and Details RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Craft and Structure RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Integration of Knowledge and Ideas RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably. RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. New Jersey Student Learning Standards for English Language Arts Page 5 of 13 Grade 5 Progress Indicators for Reading Foundation Skills Phonics and Word Recognition RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Use combined knowledge of

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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 RF.5.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading, as necessary. Text Types and Purposes W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). D. Provide a conclusion related to the opinion presented. W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a conclusion related to the information of explanation presented. W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events. New Jersey Student Learning Standards for English Language Arts Page 8 of 13 Production and Distribution of Writing W.5.4. 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.) W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.5.6. With some guidance and support from adults and peers, 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 two pages in a single sitting. Research to Build and Present Knowledge W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic. W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources. W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). B. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). Range of Writing W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Presentation of Knowledge and Ideas SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.5.5. Include multimedia components (e.g., graphics, sound) and

visual displays in presentations when appropriate to enhance the development of main ideas or themes. SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. C. Use verb tense to convey various times, sequences, states, and conditions. D. Recognize and correct inappropriate shifts in verb tense. E. Use correlative conjunctions (e.g., either/or, neither/nor). L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation to separate items in a series. B. Use a comma to separate an introductory element from the rest of the sentence. C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). D. Use underlining, quotation marks, or italics to indicate titles of works. E. Spell grade-appropriate words correctly, consulting references as needed. Knowledge of Language L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. Vocabulary Acquisition and Use L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). C. 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. New Jersey Student Learning Standards for English Language Arts Page 13 of 13 L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figurative language, including similes and metaphors, in context. B. Recognize and explain the meaning of common idioms, adages, and proverbs. C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Language Objectives: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
Text Types and Purposes: NJSLSA.W1. Write arguments to support claims in an analysis of substantive

topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge: NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing: NJSLSA.W10. 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 tasks, purposes, and audiences.

Comprehension and Collaboration: NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas: NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening : To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Conventions of Standard English: NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language: NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use: NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use : To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

- **WIDA Can-Do Descriptors:** https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf

Essential Questions/Critical Understandings:	Essential Skills:
- What does it take to settle a new land? - How wild was the Wild West? - What turns a town into a ghost town? - How do we describe our experiences effectively to others? - How do we identify cause and effect in texts? - What are subject and object pronouns? - How do we visualize as we read to help reading comprehension? - How do we express our feelings clearly in a conversation? - How do we use reflexive pronouns correctly when speaking and writing? - How do we adjust language to our audience? - What are homographs? - How do we write a two-paragraph essay? - What is something interesting about life in the Wild West? - How do we express our opinions clearly to others? - What are possessive pronouns? - What are demonstrative and indefinite pronouns? - How do we listen actively? - What are compound words? - How do we perform a theme theater presentation of "The Road to Rhyolite? - How do we write like a poet?	- Share prior knowledge about the Wild West in a class discussion - Use the interactive introduction to the unit to build background about the unit theme - Use language frames to describe a place you visited and how you felt - Use a cause-effect organizer to identify text action and improve reading comprehension - Create a journal chart of subject pronouns and their coordinating object pronoun to write original sentences using both correctly - Use language frames to improve reading comprehension through visualizing as you read - Use language frames to clearly express feelings and give reasons for the feelings - Create a journal chart that lists subject pronouns and their corresponding reflexive pronouns (including spelling changes) and use both in oral and written sentences - Use language frames to differentiate between formal and informal speech use when talking to a specific audience - Define and give examples of homographs in written sentences - Use the RAFT Model to plan, identify the audience, and write a two-paragraph essay about your community - Work in a small group to plan, write, rehearse, and present oral reports about different topics about life moving westward in the U.S. during the late 1800"s - Use language frames to express clear opinions and give reasons for your beliefs - Create a journal chart of subject pronouns and their corresponding possessive pronouns and write original sentences correctly using both - Create a journal chart with demonstrative and

indefinite pronouns with usage rules and examples of both
- Use language frames to listen actively and comprehend the main ideas of the message
- List and define in your vocabulary journals all compound words from unit texts
- Choose roles, create props, write dialog, and stage directions, rehearse, and present a 5-minute Flipgrid video about the narrative poem, "The Road to Rhyolite"
- Choose a topic about the theme of the unit, use unit text to gather information, use graphic organizers to organize your ideas, prewrite, edit, and publish a narrative poem about the Westward Movement in the U.S.

SIOP Features

Preparation	Scaffolding	Grouping Options
☒ Adaptation of Content	☒ Modeling	☒ Whole Class
☒ Links to Background	☒ Guided practice	☒ Small Groups
☒ Links to Past Learning	☒ Independent practice	☒ Partners
☒ Strategies Incorporated	☒ Comprehensible input	☒ Independent
Integration of Processes	**Application**	**Assessment**
☒ Reading	☒ Hands-on	☒ Individual
☒ Writing	☒ Meaningful	☒ Group
☒ Speaking	☒ Linked to objectives	☒ Written
☒ Listening	☒ Promotes engagement	☒ Oral

Learning/Instructional Strategies

If necessary, the ESL teacher will provide lessons and practice for all ELs in remote learning and direction to utilize the required platform for work completed independently at home in case of mandated hybrid scheduling. (See appendix for suggestions to instruct ESL students remotely.)

ELA Collaboration:
The current grade 5 ELA program is a comprehensive ELA curriculum composed of four modules or units of study. Each module focuses on a topic essential for building background knowledge, vocabulary, and writing skills. These highlighted skills are also an integral part of the ESL curriculum. For each module, students read a series of authentic texts on the module topic and engage with the texts critically and systematically. The approach is integrated and includes daily reading, writing, speaking, listening, grammar and vocabulary study which is based on the texts. A framework of questioning engages students in the content and in the process of reading complex texts. These questions guide students' daily work of encountering, understanding, and analyzing complex text. Students practice reading, writing, speaking, listening and language in an integrated way, with every strand of the standards woven throughout each module. These learning devices are also part of the ESL text units and teacher lesson plans. When themes are similar, they are noted here in the ESL unit description.
The same Language Standards and Progress Indicators are utilized to measure student performance in both grade 5 ELA and ESL instruction. Many skills such as reading for comprehension, participating in guided group discussion about literature, writing as a group, pair or individually, and listening to directions to complete assignments correctly are reinforced in the ESL classroom. The ELA teacher and ESL teacher should remain in close contact to individually assess ESL students' language progress and provide plans to address any problem areas for the ELLs in the ELA classroom.

Launch of ESL Unit 6- The Wild West
Introduce the Big Question
Tap prior knowledge
Build Background through discussion, video view (MyNGConnect) or engage in interactive presentation

Preview the history article
Listen to and then read aloud the history article, "Westward Bound!"
Build comprehension by visualizing, practicing unit vocabulary, interpreting text features, making connections, recognizing cause/effect, identifying main ideas and details
Begin short writing practices pertaining to cause-effect- Use workbooks and journals (sentences, paragraph)
Introduce and review homographs in workbook and homework sheets for practice
Scaffold vocabulary and reading concepts for newer students and students with IEPs

Scaffolding	
Level 1 Entering	• WIDA Can-Do Descriptors https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf https://www.state.nj.us/education/modelcurriculum/ela/3u1.shtml
Level 2 Beginning	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 3 Developing	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 4 Expanding	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 5 Bridging	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 6 Reaching	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

		Assessment/Performance Tasks						

Formative:
- Exit Tickets
- Concept maps/diagrams
- ESL Portfolio
  Practice and homework for grammar and writing practice
  Running records
  Workbook pages
  Writing Journal
  Vocabulary Journal
  Assignments produced using Flipgrid, Seesaw, Power Point
- IDE Projects (if teacher has received training)
- Writing projects at end of unit
- See appendix for DRA and Lexile expectations throughout school year for grade 5

Summative:

Jan.-Feb.- all grade 5 students
  - WIDA Model or ACCESS results
  - STAR results (language)

End of MP#2 (End of Jan.)
- **ELA benchmarks**

REACH Unit 6 Test
- Key Word/Vocabulary
- Reading Comprehension
- Grammar
- **Grading with rubrics for RAFT written paragraphs**
- **Grading with rubrics for oral reports**
- **Grading with rubrics for group theme theater presentation- narrative poem dramatization**

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May/Jun
Instructional									
Independent	S	S or T	T	T	U	U	U	U or V	V

Text/Resources:
- Reach Series- Cengage (includes room library books, Language Songs, Language and Literacy Teamwork Activities, Language Builder Picture Cards, Newcomer Level- In the U.S, Reach into Phonics
- MyNGConnect
- Fundations
- STAR
- www.wida.us
- NJDOE Bilingual Website
- The SIOP Model
- ACCESS Testing
- IXL
- Raz-Kids (A-Z)
- Brainpop ESL
- Tumblebooks
- Flipgrid
- Nearpod
- Scholastic Storyworks Magazine
- IDE Units (if teacher has training and access to materials)
- Classroom Library
- Language Builder Picture Cards

Interdisciplinary Connections

Science
- Reach Level F Content Stations- Panning for "Gold", Pioneer Homes

Math
- Reach Level F Content Stations- How Did It All Fit? Where Did Everyone Go?

Social Studies
- Reach Level F Content Stations- Timeline of the West, Ghost Town Map
- **https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf**

- **Exploratory Arts**
- **Performing Arts-** Perform "The Road to Rhyolite"
- **World Languages-** Recognition of Spanish cognates, showing possession in other languages, lack of gender difference with pronouns in other languages
- **Music-** Sing-alongs, songs, chants
- **Art-** Props for action theater, drawings/charts for writing assignments

Unit Modifications for Special Population Students	
Advanced Learners	Independent peer conferences, challenge students to use vivid vocabulary when writing, encourage brainstorming sessions, create dialog for a scene or series of drawings, stage manager for active theater, analyze and note characters' traits independently, group leader for historical fiction brainstorming, team leader for oral report presentation, director for dramatization
Struggling Learners	Individual writing conferences, partner conferences with teacher monitoring, Use language frames for speaking and writing, use graphic organizers for reading and writing, allow students to use drawings to convey meaning, use timelines to explain sequence, provide models to demonstrate purpose of lesson or activity, use realia and pictures to convey meaning of new vocabulary, modify roles in presentations and active theater, use sentence starters for written practice, dissect complex sentences for comprehension assistance, modify length of historical fiction writing. MTSS Interventions
English Learners	Individual writing/reading, read conferences, reading buddies, writing buddies, display language frames, vocabulary cards, word wall lists, related reading materials at correct reading level for newcomer This curriculum is designed for ELLs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf
Special Needs Learners	Use struggling learners' suggestions and follow IEP suggestions, conference often with Spec. Ed. teacher
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills

Indicators:

https://www.state.nj.us/education/aps/cccs/career/curriculum.htm

Review the following standards for expectations by grade 5:
https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf

- NGReach.com and Tool Kit
- Raz-Kids
- Brainpop ESL
- SeeSaw
- Flipgrid
- Power Point
- Fundations
- Schoology
- OneNote
- Nearpod
- Hybrid school schedules that include remote learning
- On-line distance learning

Unit 7 Title: Reach Level F- Talking About Trash (The Language of Science)
Unit Description: This unit launches with the theme of conservation and then focuses on renewable and nonrenewable resources. Literature utilized includes genres of persuasive articles, science essays, short stories, and poetry. The richness of the genre selection mirrors the various selected texts of the ELA curriculum. Grammar lessons pertain to adverbs, prepositions, and prepositional phrases. Vocabulary includes academic science words, many reinforced from regular classroom introduction. As in the ELA classroom, vocabulary journals are maintained. Synthesizing, analyzing author viewpoint, interpreting text features, and recognizing fact and opinion, goal and outcome, and poetic elements are reading strategies addressed. The ELA curriculum also highlights. Speaking and listening practice includes presenting information in sequence, persuading, expressing intentions, making comparisons, elaborating, and listening for implicit ideas. ELA students will use some of these skills in their classroom to cite evidence from text. Writing emphasis looks at the aspects of writing an advertisement, writing a letter to the author, using similes in writing, and writing a persuasive essay. Reading and writing to cite text evidence and using descriptive language are also practiced in the ELA classroom as students learn to write explanatory essays. Phonics review and practice highlights words with soft c and g, words with oo, words with silent consonants, and multisyllabic words
Unit Duration: 3-4 weeks

Desired Results

Language Standards: Standard(s): RL.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2. Determine the key details in a story, drama, or poem to identify the theme and to summarize the text. RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Craft and Structure RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described. Integration of Knowledge and Ideas RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL.5.8. (Not applicable to literature) RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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 cultures5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. Grade 5 Progress Indicators for Reading Informational Text Key Ideas and Details RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Craft and Structure RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Integration of Knowledge and Ideas RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably. RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. New Jersey Student Learning Standards for English Language Arts Page 5 of 13 Grade 5 Progress Indicators for Reading Foundation Skills Phonics and Word Recognition RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. 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 RF.5.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading, as necessary. Text Types and Purposes W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). D. Provide a conclusion related to the opinion presented. W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a conclusion related to the information of explanation presented. W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events. New Jersey Student Learning Standards for English Language Arts Page 8 of 13 Production and Distribution of Writing W.5.4. 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.) W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.5.6. With some guidance and support from adults and peers, 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 two pages in a single sitting. Research to Build and Present Knowledge W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic. W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources. W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). B. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). Range of Writing W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Presentation of Knowledge and Ideas SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. C. Use verb tense to convey various times, sequences, states, and conditions. D. Recognize and correct inappropriate shifts in verb tense. E. Use correlative conjunctions (e.g., either/or, neither/nor). L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation to separate items in a series. B. Use a comma to separate an introductory element from the rest of the sentence. C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). D. Use underlining, quotation marks, or italics to indicate titles of works. E. Spell grade-appropriate words correctly, consulting references as needed. Knowledge of Language L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. Vocabulary Acquisition and Use L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). C. 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. New Jersey Student Learning Standards for English Language Arts Page 13 of 13 L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figurative language, including similes and metaphors, in context. B. Recognize and explain the meaning of common idioms, adages, and proverbs. C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
Text Types and Purposes: NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information

clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge: NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing: NJSLSA.W10. 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 tasks, purposes, and audiences.

Comprehension and Collaboration: NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas: NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening : To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Conventions of Standard English: NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language: NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use: NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate

independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use : To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

- **WIDA Can-Do Descriptors:** https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5 .pdf

Essential Questions/Critical Understandings:	Essential Skills:
- Why should we care about garbage? - How can garbage be used for good? - When is garbage gross? - How do we persuade others? - How do we identify an author's viewpoint in text? - What are adverbs? - How do we synthesize information from texts? - What language do we use to express intentions? - What are comparative and superlative adverbs? - How do we correctly define multiple-meaning words used in text? - How do we present a persuasive presentation about trash to the class? - How do we make comparisons? - Which prepositions show direction, place, and time? - How do we read and synthesize to draw conclusions from a text? - How do we use similes to enhance our writing? - How do we listen for implicit ideas? - How do we recognize goal and outcome in a story? - How do I define unfamiliar words in written texts? - What is onomatopoeia? - How do we create a reader's theater based on stopping litter and recycling in our community? - How do we write a persuasive essay?	- Participate in class discussion to show prior knowledge of unit subject - View video in class and discuss to build background - Share ideas about how to reuse an empty jar in small group discussions to activate prior knowledge - Use language frames to state an opinion and persuade others to agree - Use an author's viewpoint chart to identify and cite evidence to support your opinion - Identify adverbs that are used to indicate, how, why, and when - Use a generalization chart to recognize text facts and synthesize the information into an applicable idea - Use language frames to express intentions using correct vocabulary - Create a chart in notebooks that explain formation and usage of comparative and superlative adverbs in sentences - Use context clues to correctly define a multiple-meaning word in text - Work in small groups to write opinion sentences about excess trash, practice the answers to the questions and responses, and present the group assignment to the class - Use language frames to show how things are alike and different - Create a preposition chart in your journal to show which words show direction, place, and time and give examples - Use language frames to draw conclusions from written text - Use the Model Writing Routine to create sentences with similes that are based on observations from written text

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- Follow directions of the language frames and listen for implicit ideas while viewing the unit background video
- Use a goal and outcome plan to identify and express the goal-outcome of a story
- Use context clues from written text to define unfamiliar vocabulary words
- Read " Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out" by Shel Silverstein and identify words in phrases that begin with the same sound
- Use a script from Practice Masters to cast, create props, rehearse, and present on Flipgrid a 5-minute play about recycling and helping the environment
- Choose a topic to write as a citizen, read examples of provided persuasive essays, research your topic, prewrite, edit, and publish a final copy of your persuasive essay

SIOP Features

Preparation	Scaffolding	Grouping Options
☒ Adaptation of Content	☒ Modeling	☒ Whole Class
☒ Links to Background	☒ Guided practice	☒ Small Groups
☒ Links to Past Learning	☒ Independent practice	☒ Partners
☒ Strategies Incorporated	☒ Comprehensible input	☒ Independent
Integration of Processes	**Application**	**Assessment**
☒ Reading	☒ Hands-on	☒ Individual
☒ Writing	☒ Meaningful	☐ Group
☒ Speaking	☒ Linked to objectives	☒ Written
☒ Listening	☒ Promotes engagement	☒ Oral

Learning/Instructional Strategies

- If necessary, the ESL teacher will provide lessons and practice for all ELs in remote learning and direction to utilize the required platform for work completed independently at home in case of mandated hybrid scheduling. (See appendix for suggestions to instruct ESL students remotely.)

ELA Collaboration:

The current grade 5 ELA program is a comprehensive ELA curriculum composed of four modules or units of study. Each module focuses on a topic essential for building background knowledge, vocabulary, and writing skills. These highlighted skills are also an integral part of the ESL curriculum. For each module, students read a series of authentic texts on the module topic and engage with the texts critically and systematically. The approach is integrated and includes daily reading, writing, speaking, listening, grammar and vocabulary study which is based on the texts. A framework of questioning engages students in the content and in the process of reading complex texts. These questions guide students' daily work of encountering, understanding, and analyzing complex text. Students practice reading, writing, speaking, listening and language in an integrated way, with every strand of the standards woven throughout each module. These learning devices are also part of the ESL text units and teacher lesson plans. When themes are similar, they are noted here in the ESL unit description.

The same Language Standards and Progress Indicators are utilized to measure student performance in both grade 5 ELA and ESL instruction. Many skills such as reading for comprehension, participating in guided group discussion about literature, writing as a group, pair or individually, and listening to directions to complete assignments correctly are reinforced in the ESL classroom. The ELA teacher and ESL teacher should remain in close contact to individually assess ESL students' language progress and provide plans to address any problem areas for the ELLs in the ELA classroom.

Launch of ESL Unit 7- Talking About Trash
Introduce the Big Question
Tap prior knowledge
Build Background through discussion, video view (MyNGConnect) or engage in interactive presentation
Preview the science story
Listen to and then read aloud the science article, "The World of Waste"
Build comprehension by practicing unit vocabulary, interpreting text features, making connections, recognizing main ideas/details of the story, visualizing while reading, identifying persuasive language and the author's point of view
Begin short writing practices pertaining to story theme and facts- Use workbooks and journals (sentences, paragraph)
Review and reinforce prepositions, and use workbook and homework sheets for practice
Scaffold vocabulary and reading concepts for newer students and students with IEPs
Give nonspeaking roles for presentation such as cameraman or speaking coach to newcomers or students with IEPs.

Scaffolding	
Level 1 Entering	• WIDA Can-Do Descriptors https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf https://www.state.nj.us/education/modelcurriculum/ela/3u1.shtml
Level 2 Beginning	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 3 Developing	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 4 Expanding	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 5 Bridging	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 6 Reaching	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

	Assessment/Performance Tasks	

Formative:
- Exit Tickets
- Concept maps/diagrams
- ESL Portfolio
  Practice and homework for grammar and writing practice
  Running records
  Workbook pages
  Writing Journal
  Vocabulary Journal
  Assignments produced using Flipgrid, Seesaw, Power Point
- IDE Projects (if teacher has received training)
- Writing Projects at end of unit
- See appendix for DRA and Lexile expectations throughout school year for grade 5

Summative:
End of MP#3 (End of Apr.)
- **ELA benchmarks**
REACH Unit 7 Test
- Key Word/Vocabulary
- Reading Comprehension
- Grammar
- **Grading with rubrics for RAFT writing**
- **Grading with rubrics for group oral presentation**
- **Grading with rubrics for persuasive essay writing**

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May/Jun
Instructional									
Independent	S	Sor T	T	T	U	U	U	U or V	V

Text/Resources:
- Reach Series- Cengage (includes room library books, Language Songs, Language and Literacy Teamwork Activities, Language Builder Picture Cards, Newcomer Level- In the U.S, Reach into Phonics)
- MyNGConnect
- Fundations
- STAR
- www.wida.us
- NJDOE Bilingual Website
- The SIOP Model
- ACCESS Testing
- IXL
- Raz-Kids (A-Z)
- Brainpop ESL
- Tumblebooks
- Flipgrid
- Nearpod
- Scholastic Storyworks Magazine
- IDE Units (if teacher has training and access to materials)
- Classroom Library

Interdisciplinary Connections

Science
- Reach Level F Content Stations- Model Groundwater, Examine Everyday Items
- **Math**
- Reach Level F Content Stations- Tracking Your Trash, Pitching In

Social Studies
- Reach Level F Content Stations- Recycle It! Garbage Pile Archaeology
- **https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf**

- **Exploratory Arts**
- **Art-** Create props for Reader's Theater presentation
- **World Languages-** Recognize Spanish cognates, lack of adverbs in other languages, lack of correspondence of English prepositions in other languages
- **Music-** Sing--a longs, songs, and chants
- **Performing Arts-** Present and film a Reader's Theater short play

Unit Modifications for Special Population Students	
Advanced Learners	Independent peer conferences, challenge students to use vivid vocabulary when writing, encourage brainstorming sessions, create dialog for a scene or series of drawings, group manager for oral presentation
Struggling Learners	Individual writing conferences, partner conferences with teacher monitoring, Use language frames for speaking and writing, use graphic organizers for reading and writing, allow students to use drawings to convey meaning, use timelines to explain sequence, provide models to demonstrate purpose of lesson or activity, use realia and pictures to convey meaning of new vocabulary, modify roles in presentations and active theater, use sentence starters for written practice, give support to locate one main idea with detail in a selected text, use sentence starters for oral and written work. MTSS Interventions
English Learners	Individual writing/reading, read conferences, reading buddies, writing buddies, display language frames, vocabulary cards, word wall lists, related reading materials at correct reading level for newcomers This curriculum is designed for ELLs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf
Special Needs Learners	Use struggling learners' suggestions and follow IEP suggestions, conference often with Spec. Ed. teacher
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21ˢᵗ Century Skills

Indicators:
https://www.state.nj.us/education/aps/cccs/career/curriculum.htm

Review the following standards for expectations by grade 5:
https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf

- NGReach.com and Tool Kit
- Raz-Kids
- Brainpop ESL
- SeeSaw
- Flipgrid
- Power Point
- Fundations
- Schoology
- OneNote
- Nearpod
- Hybrid school schedules that include remote learning
- On-line distance learning

Unit 8 Title: Reach Series Level E- One Idea - The Language of Social Studies

Unit Description: This unit launches with the social studies theme of kids in business and microfinance, then focuses on economics. The authentic literature utilized includes genres of fiction, newspaper articles, procedural text, and magazine articles. This rich mixture of literature mirrors the varied text selections in the ELA curriculum. Grammar lessons pertain to past tense verb forms, present perfect tense, past progressive tense, and future tense. Vocabulary includes academic social studies words, many reinforced from regular classroom introduction. Steps in a process, analyzing text features, chronological text structure, elements of fiction, point of view, and recognizing problem and solution are the reading strategies addressed. Speaking and listening practice includes expressing ideas and engaging in discussion, adjusting language to purpose, presenting an informational speech, listening critically, and restating an idea. All of these skills are also practiced in the ELA curriculum at this time of the year. Writing emphasis pertains to journal writing, organizing ideas, writing, and publishing a problem-solution essay, and writing procedural text. At this point the ELA curriculum asks students to continue with grade 5 journal writing, organize ideas to write, and publish writing . Phonics review and practice highlights words with the prefixes re and un, suffixes -y, ly, less, and ful, vowel diagraphs, and words with consonant +le.

Unit Duration: 3-4 weeks

Desired Results

Language Objectives: Standard(s): RL.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2. Determine the key details in a story, drama, or poem to identify the theme and to summarize the text. RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Craft and Structure RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described. Integration of Knowledge and Ideas RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL.5.8. (Not applicable to literature) RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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 cultures5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. Grade 5 Progress Indicators for Reading Informational Text Key Ideas and Details RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Craft and Structure RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Integration of Knowledge and Ideas RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably. RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. New Jersey Student Learning Standards for English Language Arts Page 5 of 13 Grade 5 Progress Indicators for Reading Foundation Skills Phonics and Word Recognition RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. 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 RF.5.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading, as necessary. Text Types and Purposes W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). D. Provide a conclusion related to the opinion presented. W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a conclusion related to the information of explanation presented. W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events. New Jersey Student Learning Standards for English Language Arts Page 8 of 13 Production and Distribution of Writing W.5.4. 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.) W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.5.6. With some guidance and support from adults and peers, 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 two pages in a single sitting. Research to Build and Present Knowledge W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic. W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources. W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). B. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). Range of Writing W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Presentation of Knowledge and Ideas SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. C. Use verb tense to convey various times, sequences, states, and conditions. D. Recognize and correct inappropriate shifts in verb tense. E. Use correlative conjunctions (e.g., either/or, neither/nor). L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation to separate items in a series. B. Use a comma to separate an introductory element from the rest of the sentence. C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). D. Use underlining, quotation marks, or italics to indicate titles of works. E. Spell grade-appropriate words correctly, consulting references as needed. Knowledge of Language L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. Vocabulary Acquisition and Use L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). C. 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. New Jersey Student Learning Standards for English Language Arts Page 13 of 13 L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figurative language, including similes and metaphors, in context. B. Recognize and explain the meaning of common idioms, adages, and proverbs. C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

 NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Idea: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
Text Types and Purposes: NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information

clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge: NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing: NJSLSA.W10. 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 tasks, purposes, and audiences.

Comprehension and Collaboration: NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas: NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening : To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Conventions of Standard English: NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language: NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use: NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate

independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use : To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

- **WIDA Can-Do Descriptors:** https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf

Essential Questions/Critical Understandings:	Essential Skills:
- How can one idea change your future? - How does an idea become real? - How can one person change many lives? - What is free enterprise? - How do you start a business? - How do we best express our ideas about starting a business? - What is the best way to explain steps in a process? - What are the forms of frequently used verbs in the past tense? - How do we choose a reading strategy that will effectively assist our comprehension of text? - How do we best engage in discussions in the classroom? - How do we form and use the perfect present tense? - How do we adjust language to purpose? - What are idioms? - How do we create an informational presentation? - How do we restate an idea? - What are the elements of a fictional story? - How do we form and use past perfect tense? - How to we listen critically? - What do popular English sayings mean? - How do we form and use the future tense? - How do we write a narrative paragraph about a person who helps others? - How do we write an original play for a Theme Theater presentation? - How do we write procedural text?	- Discuss famous inventors and how their invention changed the world to show prior knowledge of theme - View the video about free enterprise to build knowledge of theme - Use language frames to express and explain your ideas about starting a business - Use a sequence chart to illustrate steps in a process - Create a past tense forms list in your journal from the unit - Review the 7 reading strategies discussed in the class textbook and use language frames to choose one that helps best with comprehension of a particular text type - Create a chart in your journal with specific questions and vocabulary that help begin and continue discussions - Create a list of rules for forming and using the present perfect tense - Create a chart to explain the difference between formal and informal language and identify examples of both - Brainstorm a list of common idioms and their meanings in class - Choose a business you would like to start, respond to questions to organize the presentation, practice the facts for the oral presentation and present your ideas to the class - Use language frames to review oral ideas and ideas read in text, then state the ideas in your own words - Use a story map to identify characters, setting, plot, and theme of a fictional story - Create a chart in your journal to show the subject, corresponding verb forms, and uses of

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the past perfect tense
- Use language frames determine the speaker's purpose, facts, opinion, and information they are conveying as they speak
- Make a list of English sayings you have heard and discuss their meanings in class
- Create a journal chart that shows future tense formations and sentences that correctly express future actions
- Use the RAFT model to plan, write, and edit a narrative paragraph about someone who helps others
- Brainstorm ideas in class based on the magazine article, "Another Way of Doing Business" to create a play about borrowing money to start a business, write dialog for characters, rehearse the lines, and present a 5-minute play for others
- Write as a citizen and choose a topic about something that would change lives, read examples of procedural texts, research the topic, prewrite, and edit, then publish the essay

SIOP Features

Preparation	Scaffolding	Grouping Options
☒ Adaptation of Content	☒ Modeling	☒ Whole Class
☒ Links to Background	☒ Guided practice	☒ Small Groups
☒ Links to Past Learning	☒ Independent practice	☒ Partners
☒ Strategies Incorporated	☒ Comprehensible input	☒ Independent

Integration of Processes	Application	Assessment
☒ Reading	☒ Hands-on	☒ Individual
☒ Writing	☒ Meaningful	☒ Group
☒ Speaking	☒ Linked to objectives	☒ Written
☒ Listening	☒ Promotes engagement	☒ Oral

Learning/Instructional Strategies

- If necessary, the ESL teacher will provide lessons and practice for all ELLs in remote learning and direction to utilize the required platform for work completed independently at home in case of mandated hybrid scheduling. (See appendix for suggestions to instruct ESL students remotely.)

ELA Collaboration:
The current grade 5 ELA program is a comprehensive ELA curriculum composed of four modules or units of study. Each module focuses on a topic essential for building background knowledge, vocabulary, and writing skills. These highlighted skills are also an integral part of the ESL curriculum. For each module, students read a series of authentic texts on the module topic and engage with the texts critically and systematically. The approach is integrated and includes daily reading, writing, speaking, listening, grammar and vocabulary study which is based on the texts. A framework of questioning engages students in the content and in the process of reading complex texts. These questions guide students' daily work of encountering, understanding, and analyzing complex text. Students practice reading, writing, speaking, listening and language in an integrated way, with every strand of the standards woven throughout each module. These learning devices are also part of the ESL text units and teacher lesson plans. When themes are similar, it is noted here in the ESL unit description.
The same Language Standards and Progress Indicators are utilized to measure student performance in both grade 5 ELA and ESL instruction. Many skills such as reading for comprehension, participating in guided group discussion about literature, writing as a group, pair or individually, and listening to directions to complete assignments correctly are

reinforced in the ESL classroom. The ELA teacher and ESL teacher should remain in close contact to individually assess ESL students' language progress and provide plans to address any problem areas for the ELLs in the ELA classroom.

Launch of ESL Unit 8- One Idea
Introduce the Big Question
Tap prior knowledge
Build Background through discussion, video view (MyNGConnect) or engage in interactive presentation
Preview the social studies story, "Starting Your Own Business Seven Steps to Success"
Listen to and then read aloud the social studies story, "Starting Your Own Business"
Build comprehension by practicing unit vocabulary, interpreting text features, making connections, recognizing main ideas/details of the story, making inferences, recognizing sequence of events and steps in a process, and synthesizing.
Begin short writing practices pertaining to story theme- Use workbooks and journals (sentences, paragraph)
Review and reinforce past and present perfect verb forms and use workbook and homework sheets for practice
Scaffold vocabulary and reading concepts for newer students and students with IEPs Give nonspeaking roles for group oral presentation such as cameraman or speaking coach to newcomers or students with IEPs, provide language frames for both oral and written work.

Scaffolding	
Level 1 Entering	• WIDA Can-Do Descriptors https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf https://www.state.nj.us/education/modelcurriculum/ela/3u1.shtml
Level 2 Beginning	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 3 Developing	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 4 Expanding	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 5 Bridging	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 6 Reaching	• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

	Assessment/Performance Tasks	

Formative:
- Exit Tickets
- Concept maps/diagrams
- ESL Portfolio
  Practice and homework for grammar and writing practice
  Running records
  Workbook pages
  Writing Journal
  Vocabulary Journal
  Assignments produced using Flipgrid, Seesaw, Power Point
- IDE Projects (if teacher has received training)
- Writing Projects at end of unit
- See appendix for DRA and Lexile expectations throughout school year for grade 5

Summative:
End of MP#3 (End of Apr.)
- **ELA benchmarks**
  REACH Unit 8 Test
- Key Word/Vocabulary
- Reading Comprehension
- Grammar
- **Grading with rubrics for RAFT writing**

- **Grading with rubrics for Theme Theater presentation**
- **Grading with rubrics for personal narrative paragraph**

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May/Jun
Instructional									
Independent	S	S or T	T	T	U	U	U	U or V	V

Text/Resources:
- Reach Series- Cengage (includes room library books, Language Songs, Language and Literacy Teamwork Activities, Language Builder Picture Cards, Newcomer Level- In the U.S, Reach into Phonics
- MyNGConnect
- Fundations
- STAR
- www.wida.us
- NJDOE Bilingual Website
- The SIOP Model
- ACCESS Testing
- IXL
- Raz-Kids (A-Z)
- Brainpop ESL
- Tumblebooks
- Flipgrid
- Nearpod
- Scholastic Storyworks Magazine
- IDE Units (if teacher has training and access to materials)
- Classroom Library

Interdisciplinary Connections

Science
- Reach Level F Content Stations- Invent a Product, Breeds of Hens

Math
- Reach Level F Content Stations- Open for Business, Microloans

Social Studies
- Reach Level F Content Stations- Make a Braille Menu, They Made a Difference
- **https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf**

- **Exploratory Arts**
- **Arts-** Create props for presentations and theme theater, draw picture for personal narrative response
- **World Languages-** Spanish cognates, use of present perfect tense in place of future tense in other languages, use of present tense instead of present perfect tense in other languages, lack of use of past tense verb forms with time elements, lack of tense inflections , lack of future tense usage in other languages
- **Music-** Sing-along songs, CDs for songs and chants
- **Performing Arts-** Create an informational presentation about starting a business, perform an original theme theater

Unit Modifications for Special Population Students	
Advanced Learners	Independent peer conferences, challenge students to use vivid vocabulary when writing, encourage brainstorming sessions, give examples of business ideas, create dialog for a scene from theme theater, stage manager or director for theme theater presentation
Struggling Learners	Individual writing conferences, partner conferences with teacher monitoring, Use language frames for speaking and writing, use graphic organizers for reading and writing, allow students to use drawings to convey meaning, use timelines to explain sequence, provide models to demonstrate purpose of lesson or activity, use realia and pictures to convey meaning of new vocabulary, modify roles in presentations and projects, give sequence words and sentence starters to help with writing, provide sentence frames to write personal narratives. MTSS Interventions
English Learners	Individual writing/reading, read conferences, reading buddies, writing buddies, display language frames, vocabulary cards, word wall lists, related reading materials at correct reading level for newcomers This curriculum is designed for ELLs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf
Special Needs Learners	Use struggling learners' suggestions and follow IEP suggestions, conference often with Spec. Ed. teacher
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills

Indicators:
https://www.state.nj.us/education/aps/cccs/career/curriculum.htm
 	
Review the following standards for expectations by grade 5:
https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf
 	
    • NGReach.com and Tool Kit
    • Raz-Kids

- Brainpop ESL
- SeeSaw
- Flipgrid
- Power Point
- Fundations
- Schoology
- OneNote
- Nearpod
- Hybrid school schedules that include remote learning
- On-line distance learning