

EAST RUTHERFORD SCHOOL DISTRICT

ESL CURRICULUM

Grades 5 – 8



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New Jersey Student Learning Standards

NJSLS 2016

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Overview of Pacing Guide

Content Area: ELL

Grade Level: Five - Eight

Unit Title: School and Society

September

Unit Title: Science of Sound

October- November

Unit Title: Water

December

Unit Title: Reading and Writing Stories

January – February

Unit Title: Explorers

March - April

Unit Title: Immigration: Then and Now – Settling America

May - June

Grade 5 – 8 Pacing Guide

Marking Period 1		
September	October	November
<p>School and Society Project: getting to know you posters School: Students will learn all of the terms of school they will also take time to label the room so that they can identify all objects within the room. (Idioms on the board year round as a do now, Spelling will also be taught throughout the year)</p> <p>Standards NJLSA.R1, NJLSA.R2, NJLSA.R3 NJLSA.R4, NJLSA.R5.</p> <p>W-APT Testing</p>	<p>Writing Process Project: Using Expository Writing; write a paper to explain how to do something School: learn about the various different tools and methods within the writing process and specifically focus on expository writing. ELL students are usually able to explain how to make or do something (Idioms on the board year round as a do now, Spelling will also be taught throughout the year)</p> <p>Standards NJLSA.W6. NJLSA.W5. NJLSA.W7. C</p>	<p>Writing Process Project: Using Expository Writing; write and edit a paper to explain how to do something School: Learn how to edit a paper and learn how to self-correct writing. We will go through the editing process and the students will be assigned writing partners which will help each student write and edit (Idioms on the board year round as a do now, Spelling will also be taught throughout the year)</p> <p>Standards NJLSA.W6. NJLSA.W5. NJLSA.W7. C</p>
Marking Period 2		
December	January	
<p>Water Project: Create educational brochures on the impact of wasting water. School: describe characteristics of water and how it is a vital resource using appropriate academic vocabulary and visual support. (Idioms on the board year round as a do now, Spelling will also be taught throughout the year)</p> <p>Standards NJLSA.W6. NJLSA.W5. NJLSA.W7. C NJLSA.R2. NJLSA.R3. NJLSA.R4</p>	<p>Reading and Writing Narratives Project: write a narrative based on experiences with in their lives. School: Students will be taught what a narrative piece of writing looks like through books and example writings of students their age. (Idioms on the board year round as a do now, Spelling will also be taught throughout the year)</p> <p>Standards NJLSA.W6. NJLSA.W5. NJLSA.W7. C</p> <p>Benchmark Assessments</p>	

Marking Period 3		
February	March	
<p>Reading and Writing Narratives Project: Create a photo story based on their narrative writing paper. School: Students will continue to work on their narrative writing pieces and use their editing knowledge to edit each paper (Idioms on the board year round as a do now, Spelling will also be taught throughout the year)</p> <p>Standards NJLSA.W6. NJLSA.W5. NJLSA.W7. C</p>	<p>Explorers and Historical Figures Project: Pick a famous explorer or figure in history and research facts about that individual School: students will be taught about some historical figures within the history of the United States. We will conduct conversations about the student's countries historical figures or explorers. (Idioms on the board year round as a do now, Spelling will also be taught throughout the year)</p> <p>Standards NJLSA.W6. NJLSA.W5. NJLSA.W7. C NJLSA.R2. NJLSA.R3. NJLSA.R4</p> <p>Access Testing</p>	
Marking Period 4		
April	May	June
<p>Explorers and Historical Figures Project: Pick a famous explorer or figure in history and research facts about that individual School: Students will choose a person within history to find more information about. Students will have to take notes from books provided to them and the internet as a resource. (Idioms on the board year round as a do now, Spelling will also be taught throughout the year)</p> <p>Standards NJLSA.W6. NJLSA.W5. NJLSA.W7. C NJLSA.R2. NJLSA.R3. NJLSA.R4</p>	<p>Immigration: Then/Now Project: Make a play with a script using information from class. Act out play during class periods. School: explain reasons why settlers and later immigrants came to America using appropriate academic vocabulary and visual support (Idioms on the board year round as a do now, Spelling will also be taught throughout the year)</p> <p>Standards NJLSA.W6. NJLSA.W5. NJLSA.W7. C NJLSA.R2. NJLSA.R3. NJLSA.R4 Benchmark Assessments</p>	<p>Immigration: Then/Now Project: Create an educational game board using the information and knowledge they gained from immigration. School: School: explain reasons why settlers and later immigrants came to America using appropriate academic vocabulary and visual support (Idioms on the board year round as a do now, Spelling will also be taught throughout the year)</p> <p>Standards NJLSA.W6. NJLSA.W5. NJLSA.W7. C NJLSA.R2. NJLSA.R3. NJLSA.R4</p>

Unit Title: School and Society**Interdisciplinary Connections:****English Language Arts Connections:**

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.

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.

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.

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.

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

21st Century Themes:

- Global Awareness

21st Century Skills:

- **Learning and Innovation Skills**

- **Creativity and Innovation**
 - Think critically
 - Work Creatively with Others
 - Implement Innovations
- **Critical Thinking and Problem Solving**
 - Reason Effectively
 - Use Systems Thinking
 - Make Judgments and Decisions
 - Solve Problems
- **Communication and Collaboration**
 - Communicate Clearly
 - Collaborate with Others
- **Information, Media and Technology Skills**
 - **Information Literacy**
 - Access and Evaluate Information
 - Use and Manage Information

- **ICT Literacy**
Apply Technology Effectively

- **Life and Career Skills**

- **Flexibility and Adaptability**
 - Adapt to Change
 - Be Flexible
- **Initiative and Self-Direction**
 - Manage Goals and Time
 - Work Independently
 - Be Self-directed Learners
- **Social and Cross Cultural Skills**
 - Interact with others
 - Work Effectively in Diverse Teams
- **Productivity and Accountability**
 - Manage Projects
 - Produce Results
- **Leadership and Responsibility**
 - Guide and Lead Others
 - Be Responsible to Others

Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use

Unit Title: Unit 1 – School and Society	Grade Level: Five - Eight	Time Frame: September
<p>Standard: Standard 1-Communication- English language learners communicate for Social and Instructional purposes within the school setting; Standard 2- Language Arts- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will be able to analyze social interactions within the school and understand the importance of relationships within a community 	<p>Essential Question:</p> <ul style="list-style-type: none"> • What language do students need in order to socially interact with others and understand community relationships? 	
<p>Cumulative Progress Indicators: At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> • Pictorial or graphic representation of the language of story genres • Words, phrases, or chunks of language when presented with directions • WH- questions or statements with visual support • General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs • Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support • Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers 	<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Vocabulary related to the school and society • Describe people, places, and things • Sequencing events • Make predictions • Describe actions • Express needs and likes • Ask informational questions • Draw conclusions • Express and support opinions • Retell past events 	

Suggested Tasks and Activities:

- Social/Instructional Language – TPR, dialogue, games
- Literacy – phonics, phonemic awareness, concepts of print, TPR cards, high-frequency words, comprehension strategies
- Writing – drawing/writing response, shared writing, independent writing
- Social Studies – social groups and communities

Assessments:

- Unit test
- Oral participation in songs, chants, games
- Draw and label a family tree using pictures/words/sentences
- Written assignments
- Workbook pages

Demonstration of Learning**Listening****Level 1-**

- Match social language to visual/graphic displays
- Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing)
- Match instructional language with visual representation (e.g., “Use a sharpened pencil.”)

Level 2-

- Classify/sort content-related visuals per oral descriptions
- Sequence visuals per oral directions
- Identify information on charts or tables based on oral statements

Level 3-

- Categorize content-based examples from oral directions
- Identify everyday examples of content-based concepts described orally
- Associate oral language with different time frames (e.g., past, present, future)

Level 4

- Identify main ideas and details of oral discourse
- Complete content-related tasks or assignments based on oral discourse

Level 5

- Use oral information to accomplish grade-level tasks

Speaking**Level 1**

- Begin to use general and high frequency vocabulary
- Answer select WH-questions (e.g., “who,” “what,” “when,” “where”) within context of lessons or personal experiences

Level 2

- Convey content through high frequency words/phrases
- State big/main ideas of classroom conversation

Level 3

- State opinions
- Connect ideas in discourse using transitions (e.g., “but,” “then”)
- State big/main ideas with some supporting details

Level 4

- Paraphrase and summarize ideas presented orally
- Explain outcomes
- Connect ideas with supporting details/evidence

Level 5

- Defend a point of view and give reasons
- Communicate with fluency in social and academic contexts

Reading

Level 1

- Match content-related objects/pictures to words
- Use picture dictionaries/illustrated glossaries

Level 2

- Find information from text structure (e.g., titles, graphs, glossary)
- Use pre-taught vocabulary (e.g., word banks) to complete simple sentences
- Use bilingual dictionaries and glossaries

Level 3

- Use context clues
- Make predictions based on illustrated text
- Use English dictionaries and glossaries
- Level 4
- Identify summaries of passages
- Identify figurative language (e.g., “dark as night”)
- Identify specific language of different genres and informational texts

Level 5

- Differentiate and apply multiple meanings of words/phrases
- Infer meaning from modified grade-level text

Writing

Level 1

- Draw content-related pictures
- Produce high-frequency words
- Create vocabulary/concept cards

Level 2

- Complete pattern sentences
- Complete graphic organizers/forms with personal information

Level 3

- Produce short paragraphs with main ideas and some details (e.g., column notes)
- Explain steps in problem-solving
- Compare/contrast information, events, characters

Level 4

- Create multiple-paragraph essays
- Use details/examples to support ideas

Level 5

- Begin using analogies
- Critique literary essays or articles

Tech Integration:

SmartBoard, online picture dictionary, online language translator

Resources:

- Spotlight on English Teacher’s Guide
- SoE supplemental materials
- SoE Class CD
- Spotlight Online
- Picture cards
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

Unit Title: Science of Sound**Interdisciplinary Connections:****English Language Arts Connections:**

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.

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.

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.

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.

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

21st Century Themes:

- Global Awareness

21st Century Skills:

- **Learning and Innovation Skills**

- **Creativity and Innovation**
 - Think critically
 - Work Creatively with Others
 - Implement Innovations
- **Critical Thinking and Problem Solving**
 - Reason Effectively
 - Use Systems Thinking
 - Make Judgments and Decisions
 - Solve Problems
- **Communication and Collaboration**
 - Communicate Clearly
 - Collaborate with Others
- **Information, Media and Technology Skills**
 - **Information Literacy**
 - Access and Evaluate Information
 - Use and Manage Information

- **ICT Literacy**
Apply Technology Effectively

- **Life and Career Skills**

- **Flexibility and Adaptability**
 - Adapt to Change
 - Be Flexible
- **Initiative and Self-Direction**
 - Manage Goals and Time
 - Work Independently
 - Be Self-directed Learners
- **Social and Cross Cultural Skills**
 - Interact with others
 - Work Effectively in Diverse Teams
- **Productivity and Accountability**
 - Manage Projects
 - Produce Results
- **Leadership and Responsibility**
 - Guide and Lead Others
 - Be Responsible to Others

Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use

Unit Title: Unit 2- Science of Sound	Grade Level: Five - Eight	Time Frame: October – November
<p>Standard: WIDA ELD Standard 2: Language of Language Arts– ELLs communicate for information, ideas, and concepts necessary for academic success in the content area of Language Arts WIDA ELD Standard 4: The Language of Science– ELLs communicate for information, ideas, and concepts necessary for academic success in the content area of Science</p>		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will be able to describe how sound works using appropriate academic vocabulary and visual support 	<p>Essential Question:</p> <ul style="list-style-type: none"> • Why is it important to learn about the parts of the body? 	
<p>Cumulative Progress Indicators: At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> • Pictorial or graphic representation of the language of story genres • Words, phrases, or chunks of language when presented with directions • WH- questions or statements with visual support • General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs • Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support • Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers 	<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Science vocabulary related to sound and the ear • Match vocabulary to definition • Use pictures for meaning • Action words as directions • Singular and plural nouns • Identify properties of sound • Identify parts of the ear • Comparatives and superlatives • Count and non-count nouns • Recognize cause and effect • Read a bar graph 	

Suggested Tasks and Activities:

- Social/Instructional Language – TPR, games
- Literacy – phonics, phonemic awareness, concepts of print, TPR cards, high-frequency words, comprehension strategies
- Writing – drawing/writing response, shared writing, independent writing
- Science – labeling parts of the ear on diagram, draw/sequence the process of hearing sound

Assessments:

- Unit test
- Oral participation in songs, chants, games
- Draw and label a family tree using pictures/words/sentences
- Written assignments
- Workbook pages

Demonstration of Learning**Listening****Level 1-**

- Match social language to visual/graphic displays
- Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing)
- Match instructional language with visual representation (e.g., “Use a sharpened pencil.”)

Level 2-

- Classify/sort content-related visuals per oral descriptions
- Sequence visuals per oral directions
- Identify information on charts or tables based on oral statements

Level 3-

- Categorize content-based examples from oral directions
- Identify everyday examples of content-based concepts described orally
- Associate oral language with different time frames (e.g., past, present, future)

Level 4

- Identify main ideas and details of oral discourse
- Complete content-related tasks or assignments based on oral discourse

Level 5

- Use oral information to accomplish grade-level tasks

Speaking**Level 1**

- Begin to use general and high frequency vocabulary
- Answer select WH-questions (e.g., “who,” “what,” “when,” “where”) within context of lessons or personal experiences

Level 2

- Convey content through high frequency words/phrases
- State big/main ideas of classroom conversation

Level 3

- State opinions
- Connect ideas in discourse using transitions (e.g., “but,” “then”)
- State big/main ideas with some supporting details

Level 4

- Paraphrase and summarize ideas presented orally
- Explain outcomes
- Connect ideas with supporting details/evidence

Level 5

- Defend a point of view and give reasons
- Communicate with fluency in social and academic contexts

Reading**Level 1**

- Match content-related objects/pictures to words
- Use picture dictionaries/illustrated glossaries

Level 2

- Find information from text structure (e.g., titles, graphs, glossary)
- Use pre-taught vocabulary (e.g., word banks) to complete simple sentences
- Use bilingual dictionaries and glossaries

Level 3

- Use context clues
- Make predictions based on illustrated text
- Use English dictionaries and glossaries
- Level 4
- Identify summaries of passages
- Identify figurative language (e.g., “dark as night”)
- Identify specific language of different genres and informational texts

Level 5

- Differentiate and apply multiple meanings of words/phrases
- Infer meaning from modified grade-level text

Writing**Level 1**

- Draw content-related pictures
- Produce high-frequency words
- Create vocabulary/concept cards

Level 2

- Complete pattern sentences
- Complete graphic organizers/forms with personal information

Level 3

- Produce short paragraphs with main ideas and some details (e.g., column notes)
- Explain steps in problem-solving
- Compare/contrast information, events, characters

Level 4

- Create multiple-paragraph essays
- Use details/examples to support ideas

Level 5

- Begin using analogies
- Critique literary essays or articles

Tech Integration:

SmartBoard, online picture dictionary, online language translator

Resources:

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- SoE Class CD
- Spotlight Online
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- Manipulatives
- Graphic organizers
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- Bilingual and/or English Dictionary

Content Area: ELL

Grade Level : Five - Eight

Unit Title: Water

Interdisciplinary Connections:

English Language Arts Connections:

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.

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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.

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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

21st Century Themes:

- Global Awareness

21st Century Skills:

- **Learning and Innovation Skills**

- **Creativity and Innovation**

- Think critically
- Work Creatively with Others
- Implement Innovations

- **Critical Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgments and Decisions
- Solve Problems

- **Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

- **Information, Media and Technology Skills**

- **Information Literacy**

- Access and Evaluate Information
- Use and Manage Information

- **ICT Literacy**

Apply Technology Effectively

- **Life and Career Skills**

- **Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

- **Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently
- Be Self-directed Learners

- **Social and Cross Cultural Skills**

- Interact with others
- Work Effectively in Diverse Teams

- **Productivity and Accountability**

- Manage Projects
- Produce Results

- **Leadership and Responsibility**

- Guide and Lead Others
- Be Responsible to Others

Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use

Unit Title: Unit 3- Water	Grade Level: Five - Eight	Time Frame: December
<p>Standard: WIDA ELD Standard 2: Language of Language Arts– ELLs communicate for information, ideas, and concepts necessary for academic success in the content area of Language Arts WIDA ELD Standard 4: The Language of Science– ELLs communicate for information, ideas, and concepts necessary for academic success in the content area of Science</p>		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> Students will be able to describe characteristics of water and how it is a vital resource using appropriate academic vocabulary and visual support 	<p>Essential Question:</p> <ul style="list-style-type: none"> Why is it important to learn about water as a resource? 	
<p>Cumulative Progress Indicators: At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> Pictorial or graphic representation of the language of story genres Words, phrases, or chunks of language when presented with directions WH- questions or statements with visual support General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers 	<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> Science vocabulary related to water Match vocabulary to definition Identify properties of water Identify and describe the characteristics of the different bodies of water Name ways water is used Infinitives Simple present tense verbs Recognize supporting details Use context to get meaning 	

Suggested Tasks and Activities:

- Social/Instructional Language – TPR, games
- Literacy – phonics, phonemic awareness, concepts of print, TPR cards, high-frequency words, comprehension strategies
- Writing – drawing/writing response, shared writing, independent writing
- Science – labeling bodies of water, salt water experiment

Assessments:

- Unit test
- Oral participation in songs, chants, games
- Draw and label a family tree using pictures/words/sentences
- Written assignments
- Workbook pages

Demonstration of Learning

Listening

Level 1-

- Match social language to visual/graphic displays
- Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing)
- Match instructional language with visual representation (e.g., “Use a sharpened pencil.”)

Level 2-

- Classify/sort content-related visuals per oral descriptions
- Sequence visuals per oral directions
- Identify information on charts or tables based on oral statements

Level 3-

- Categorize content-based examples from oral directions
- Identify everyday examples of content-based concepts described orally
- Associate oral language with different time frames (e.g., past, present, future)

Level 4

- Identify main ideas and details of oral discourse
- Complete content-related tasks or assignments based on oral discourse

Level 5

- Use oral information to accomplish grade-level tasks

Speaking

Level 1

- Begin to use general and high frequency vocabulary
- Answer select WH-questions (e.g., “who,” “what,” “when,” “where”) within context of lessons or personal experiences

Level 2

- Convey content through high frequency words/phrases
- State big/main ideas of classroom conversation

Level 3

- State opinions
- Connect ideas in discourse using transitions (e.g., “but,” “then”)
- State big/main ideas with some supporting details

Level 4

- Paraphrase and summarize ideas presented orally
- Explain outcomes
- Connect ideas with supporting details/evidence

Level 5

- Defend a point of view and give reasons
- Communicate with fluency in social and academic contexts

Reading

Level 1

- Match content-related objects/pictures to words
- Use picture dictionaries/illustrated glossaries

Level 2

- Find information from text structure (e.g., titles, graphs, glossary)
- Use pre-taught vocabulary (e.g., word banks) to complete simple sentences
- Use bilingual dictionaries and glossaries

Level 3

- Use context clues
- Make predictions based on illustrated text
- Use English dictionaries and glossaries
- Level 4
- Identify summaries of passages
- Identify figurative language (e.g., “dark as night”)
- Identify specific language of different genres and informational texts

Level 5

- Differentiate and apply multiple meanings of words/phrases
- Infer meaning from modified grade-level text

Writing

Level 1

- Draw content-related pictures
- Produce high-frequency words
- Create vocabulary/concept cards

Level 2

- Complete pattern sentences
- Complete graphic organizers/forms with personal information

Level 3

- Produce short paragraphs with main ideas and some details (e.g., column notes)
- Explain steps in problem-solving
- Compare/contrast information, events, characters

Level 4

- Create multiple-paragraph essays
- Use details/examples to support ideas

Level 5

- Begin using analogies
- Critique literary essays or articles

Tech Integration:

SmartBoard, online picture dictionary, online language translator

Resources:

- Spotlight on English Teacher’s Guide
- SoE supplemental materials
- SoE Class CD
- Spotlight Online
- Picture cards
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

Content Area: ELL

Grade Level : Five – Eight

Unit Title: Reading and Writing Stories

Interdisciplinary Connections:

English Language Arts Connections:

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.

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.

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.

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.

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

21st Century Themes:

- Global Awareness

21st Century Skills:

- Learning and Innovation Skills

- Creativity and Innovation

- Think critically
- Work Creatively with Others
- Implement Innovations

- Critical Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgments and Decisions
- Solve Problems

- Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

- Information, Media and Technology Skills

- Information Literacy

- Access and Evaluate Information
- Use and Manage Information

- ICT Literacy

Apply Technology Effectively

- Life and Career Skills

- Flexibility and Adaptability

- Adapt to Change
- Be Flexible

- Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-directed Learners

- Social and Cross Cultural Skills

- Interact with others
- Work Effectively in Diverse Teams

- Productivity and Accountability

- Manage Projects
- Produce Results

- Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use

Unit Title: Unit 4- Reading and Writing Stories	Grade Level: Five - Eight	Time Frame: January – February
<p>Standard: WIDA ELD Standard 2: Language of Language Arts– ELLs communicate for information, ideas, and concepts necessary for academic success in the content area of Language Arts WIDA ELD Standard 4: The Language of Science– ELLs communicate for information, ideas, and concepts necessary for academic success in the content area of Science</p>		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> Students will be able to describe story genres and story elements how using appropriate academic vocabulary and visual support 	<p>Essential Question:</p> <ul style="list-style-type: none"> How can we be better readers and writers of different story genres? 	
<p>Cumulative Progress Indicators: At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> Pictorial or graphic representation of the language of story genres Words, phrases, or chunks of language when presented with directions WH- questions or statements with visual support General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers 	<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> Academic vocabulary related to reading and writing Match vocabulary to definition Identify story elements Describe story genres Contrast between fiction and nonfiction Identify parts of a dictionary Infinitives Report information Recall a plot Subject/verb agreement – is/are Present tense verbs Idioms 	

Suggested Tasks and Activities:

- Social/Instructional Language – TPR, games
- Literacy – phonics, phonemic awareness, concepts of print, TPR cards, high-frequency words, comprehension strategies
- Writing – drawing/writing response, shared writing, independent writing
- Science – labeling bodies of water, salt water experiment

Assessments:

- Unit test
- Oral participation in songs, chants, games
- Draw and label a family tree using pictures/words/sentences
- Written assignments
- Workbook pages

Demonstration of Learning

Listening

Level 1-

- Match social language to visual/graphic displays
- Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing)
- Match instructional language with visual representation (e.g., “Use a sharpened pencil.”)

Level 2-

- Classify/sort content-related visuals per oral descriptions
- Sequence visuals per oral directions
- Identify information on charts or tables based on oral statements

Level 3-

- Categorize content-based examples from oral directions
- Identify everyday examples of content-based concepts described orally
- Associate oral language with different time frames (e.g., past, present, future)

Level 4

- Identify main ideas and details of oral discourse
- Complete content-related tasks or assignments based on oral discourse

Level 5

- Use oral information to accomplish grade-level tasks

Speaking

Level 1

- Begin to use general and high frequency vocabulary
- Answer select WH-questions (e.g., “who,” “what,” “when,” “where”) within context of lessons or personal experiences

Level 2

- Convey content through high frequency words/phrases
- State big/main ideas of classroom conversation

Level 3

- State opinions
- Connect ideas in discourse using transitions (e.g., “but,” “then”)
- State big/main ideas with some supporting details

Level 4

- Paraphrase and summarize ideas presented orally
- Explain outcomes
- Connect ideas with supporting details/evidence

Level 5

- Defend a point of view and give reasons
- Communicate with fluency in social and academic contexts

Reading

Level 1

- Match content-related objects/pictures to words
- Use picture dictionaries/illustrated glossaries

Level 2

- Find information from text structure (e.g., titles, graphs, glossary)
- Use pre-taught vocabulary (e.g., word banks) to complete simple sentences
- Use bilingual dictionaries and glossaries

Level 3

- Use context clues
- Make predictions based on illustrated text
- Use English dictionaries and glossaries
- Level 4
- Identify summaries of passages
- Identify figurative language (e.g., “dark as night”)
- Identify specific language of different genres and informational texts

Level 5

- Differentiate and apply multiple meanings of words/phrases
- Infer meaning from modified grade-level text

Writing

Level 1

- Draw content-related pictures
- Produce high-frequency words
- Create vocabulary/concept cards

Level 2

- Complete pattern sentences
- Complete graphic organizers/forms with personal information

Level 3

- Produce short paragraphs with main ideas and some details (e.g., column notes)
- Explain steps in problem-solving
- Compare/contrast information, events, characters

Level 4

- Create multiple-paragraph essays
- Use details/examples to support ideas

Level 5

- Begin using analogies
- Critique literary essays or articles

Tech Integration:

SmartBoard, online picture dictionary, online language translator

Resources:

- Spotlight on English Teacher’s Guide
- SoE supplemental materials
- SoE Class CD
- Spotlight Online
- Picture cards
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

Content Area: ELL

Grade Level : Five-Eight

Unit Title: Explorers

Interdisciplinary Connections:

English Language Arts Connections:

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.

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.

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.

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.

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

21st Century Themes:

- Global Awareness

21st Century Skills:

- Learning and Innovation Skills

- **Creativity and Innovation**

- Think critically
- Work Creatively with Others
- Implement Innovations

- **Critical Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgments and Decisions
- Solve Problems

- **Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

- Information, Media and Technology Skills

- **Information Literacy**

- Access and Evaluate Information
- Use and Manage Information

- **ICT Literacy**

Apply Technology Effectively

- Life and Career Skills

- **Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

- **Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently
- Be Self-directed Learners

- **Social and Cross Cultural Skills**

- Interact with others
- Work Effectively in Diverse Teams

- **Productivity and Accountability**

- Manage Projects
- Produce Results

- **Leadership and Responsibility**

- Guide and Lead Others
- Be Responsible to Others

Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use

Unit Title: Unit 5- Explorers	Grade Level: Five-Eight	Time Frame: March - April
<p>Standard: Standard: WIDA ELD Standard 1: Social and Instructional Language – ELLs communicate for Social and Instructional purposes within the school setting Standard 2: Language Arts: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will be able to understand language related to exploration. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What language do students need in order to demonstrate comprehension and engage in the topic of exploration? 	
<p>Cumulative Progress Indicators: At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> • Pictorial or graphic representation of the language of story genres • Words, phrases, or chunks of language when presented with directions • WH- questions or statements with visual support • General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs • Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support • Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers 	<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Map skills • Describe historical figures and events • Identify locations of land and bodies of water • Explain how a compass • Tell why the Indies were important • Identify Columbus and describe his voyage • Key Vocabulary- discovering, gold, silk, spices, voyage, sailed, crew, deck, record, lowered • Using nouns, verbs, prepositions, adjectives, etc. when we read, write, listen and speak 	

Suggested Tasks and Activities:

- Social/Instructional Language – TPR, games
- Literacy – phonics, phonemic awareness, concepts of print, TPR cards, high-frequency words, comprehension strategies
- Writing – drawing/writing response, independent writing
- Social Studies- picture books on explorations in the past, present, and future; plan a voyage of exploration; Identify locations on a map;

Assessments:

- Unit test
- Oral participation in songs, chants, games
- Draw and label a family tree using pictures/words/sentences
- Written assignments
- Workbook pages

Demonstration of Learning**Listening****Level 1-**

- Match social language to visual/graphic displays
- Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing)
- Match instructional language with visual representation (e.g., “Use a sharpened pencil.”)

Level 2-

- Classify/sort content-related visuals per oral descriptions
- Sequence visuals per oral directions
- Identify information on charts or tables based on oral statements

Level 3-

- Categorize content-based examples from oral directions
- Identify everyday examples of content-based concepts described orally
- Associate oral language with different time frames (e.g., past, present, future)

Level 4

- Identify main ideas and details of oral discourse
- Complete content-related tasks or assignments based on oral discourse

Level 5

- Use oral information to accomplish grade-level tasks

Speaking**Level 1**

- Begin to use general and high frequency vocabulary
- Answer select WH-questions (e.g., “who,” “what,” “when,” “where”) within context of lessons or personal experiences

Level 2

- Convey content through high frequency words/phrases
- State big/main ideas of classroom conversation

Level 3

- State opinions
- Connect ideas in discourse using transitions (e.g., “but,” “then”)
- State big/main ideas with some supporting details

Level 4

- Paraphrase and summarize ideas presented orally
- Explain outcomes
- Connect ideas with supporting details/evidence

Level 5

- Defend a point of view and give reasons
- Communicate with fluency in social and academic contexts

Reading

Level 1

- Match content-related objects/pictures to words
- Use picture dictionaries/illustrated glossaries

Level 2

- Find information from text structure (e.g., titles, graphs, glossary)
- Use pre-taught vocabulary (e.g., word banks) to complete simple sentences
- Use bilingual dictionaries and glossaries

Level 3

- Use context clues
- Make predictions based on illustrated text
- Use English dictionaries and glossaries
- Level 4
- Identify summaries of passages
- Identify figurative language (e.g., “dark as night”)
- Identify specific language of different genres and informational texts

Level 5

- Differentiate and apply multiple meanings of words/phrases
- Infer meaning from modified grade-level text

Writing

Level 1

- Draw content-related pictures
- Produce high-frequency words
- Create vocabulary/concept cards

Level 2

- Complete pattern sentences
- Complete graphic organizers/forms with personal information

Level 3

- Produce short paragraphs with main ideas and some details (e.g., column notes)
- Explain steps in problem-solving
- Compare/contrast information, events, characters

Level 4

- Create multiple-paragraph essays
- Use details/examples to support ideas

Level 5

- Begin using analogies
- Critique literary essays or articles

Tech Integration:

SmartBoard, online picture dictionary, online language translator

Resources:

- Spotlight on English Teacher’s Guide
- SoE supplemental materials
- SoE Class CD
- Spotlight Online
- Picture cards
- Manipulatives
- Graphic organizers
- Notebooks
- Index cards
- Computer
- Bilingual and/or English Dictionary

Unit Title: Immigration: Then and Now- Settling America**Interdisciplinary Connections:****English Language Arts Connections:**

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.

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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.

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.

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.

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.

21st Century Themes:

- Global Awareness

21st Century Skills:

- **Learning and Innovation Skills**

- **Creativity and Innovation**

- Think critically
- Work Creatively with Others
- Implement Innovations

- **Critical Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgments and Decisions
- Solve Problems

- **Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

- **Information, Media and Technology Skills**

- **Information Literacy**

- Access and Evaluate Information
- Use and Manage Information

- **ICT Literacy**

- **Apply Technology Effectively**

- **Life and Career Skills**

- **Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

- **Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently
- Be Self-directed Learners

- **Social and Cross Cultural Skills**

- Interact with others
- Work Effectively in Diverse Teams

- **Productivity and Accountability**

- Manage Projects
- Produce Results

- **Leadership and Responsibility**

- Guide and Lead Others
- Be Responsible to Others

Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use

Unit Title: Unit 6- Immigration: Then and Now- Settling America	Grade Level: Five - Eight	Time Frame: May – June
<p>Standards: WIDA ELD Standard 2: Language of Language Arts– ELLs communicate for information, ideas, and concepts necessary for academic success in the content area of Language Arts WIDA ELD Standard 5: The Language of Social Studies– ELLs communicate for information, ideas, and concepts necessary for academic success in the content area of Social Studies</p>		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> Students will be able to explain reasons why settlers and later immigrants came to America using appropriate academic vocabulary and visual support 	<p>Essential Question:</p> <ul style="list-style-type: none"> How can I relate my experiences to early settlers and immigrants on coming to America? 	
<p>Cumulative Progress Indicators: At the given level of English language proficiency, ELLs will process, understand, produce or use:</p> <ul style="list-style-type: none"> Pictorial or graphic representation of the language of story genres Words, phrases, or chunks of language when presented with directions WH- questions or statements with visual support General language related to story genres; phrases or short sentences; specific language related to story genres; expanded sentences in oral interaction or written paragraphs Oral or written language with minimal phonological syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers 	<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> Academic vocabulary related to early settlers and immigration Match vocabulary to definition Name countries from which settlers came Explain reasons why people came to America Compare and contrast first settlers and immigrants Action verbs Regular and irregular past tense verbs Past progressive verb tense Read a map Text-to-self connection Nationalities ending in –ese and -an Capitalization Infinitives Read a timeline and pie chart Understand percentages 	

Suggested Tasks and Activities:

- Social/Instructional Language – TPR, games
- Literacy – phonics, phonemic awareness, concepts of print, TPR cards, high-frequency words, comprehension strategies
- Writing – drawing/writing response, shared writing, independent writing
- Social Studies – create a route on a map of your family’s travels to America

Assessments:

- Unit test
- Oral participation in songs, chants, games
- Draw and label a family tree using pictures/words/sentences
- Written assignments
- Workbook pages

Demonstration of Learning

Listening

Level 1-

- Match social language to visual/graphic displays
- Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing)
- Match instructional language with visual representation (e.g., “Use a sharpened pencil.”)

Level 2-

- Classify/sort content-related visuals per oral descriptions
- Sequence visuals per oral directions
- Identify information on charts or tables based on oral statements

Level 3-

- Categorize content-based examples from oral directions
- Identify everyday examples of content-based concepts described orally
- Associate oral language with different time frames (e.g., past, present, future)

Level 4

- Identify main ideas and details of oral discourse
- Complete content-related tasks or assignments based on oral discourse

Level 5

- Use oral information to accomplish grade-level tasks

Speaking

Level 1

- Begin to use general and high frequency vocabulary
- Answer select WH-questions (e.g., “who,” “what,” “when,” “where”) within context of lessons or personal experiences

Level 2

- Convey content through high frequency words/phrases
- State big/main ideas of classroom conversation

Level 3

- State opinions
- Connect ideas in discourse using transitions (e.g., “but,” “then”)
- State big/main ideas with some supporting details

Level 4

- Paraphrase and summarize ideas presented orally
- Explain outcomes
- Connect ideas with supporting details/evidence

Level 5

- Defend a point of view and give reasons
- Communicate with fluency in social and academic contexts

Reading

Level 1

- Match content-related objects/pictures to words
- Use picture dictionaries/illustrated glossaries

Level 2

- Find information from text structure (e.g., titles, graphs, glossary)
- Use pre-taught vocabulary (e.g., word banks) to complete simple sentences
- Use bilingual dictionaries and glossaries

Level 3

- Use context clues
- Make predictions based on illustrated text
- Use English dictionaries and glossaries
- Level 4
- Identify summaries of passages
- Identify figurative language (e.g., “dark as night”)
- Identify specific language of different genres and informational texts

Level 5

- Differentiate and apply multiple meanings of words/phrases
- Infer meaning from modified grade-level text

Writing

Level 1

- Draw content-related pictures
- Produce high-frequency words
- Create vocabulary/concept cards

Level 2

- Complete pattern sentences
- Complete graphic organizers/forms with personal information

Level 3

- Produce short paragraphs with main ideas and some details (e.g., column notes)
- Explain steps in problem-solving
- Compare/contrast information, events, characters

Level 4

- Create multiple-paragraph essays
- Use details/examples to support ideas

Level 5

- Begin using analogies
- Critique literary essays or articles

Tech Integration:

SmartBoard, online picture dictionary, online language translator

Resources:

- Spotlight on English Teacher’s Guide
- SoE supplemental materials
- SoE Class CD
- Spotlight Online
- Picture cards
- Manipulatives
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