



BURCH CHARTER SCHOOL OF EXCELLENCE

English as a Second Language Curriculum Guide Grade 5 – Level 1

2020-2021

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers, and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards at all grade levels;
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21st-century world; In ensuring that the district has a well-trained, highly qualified and competent staff; In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

PACING CHART

Units	Time Frame
<p>Unit 1- The New World Introduction to Mentor Text: Morning Girl by Michael Dorris <u>Theme:</u> Age of Exploration/ New World <u>BrainPOP ESL: Level 1 Units 1-2: Lessons 1.1-2.5:</u> Personal Pronouns, Be – Verb, Yes/ No, Wh- Questions, and Present Progressive & Stative Verbs to Ask and Answer Questions, Express Needs and Describe People, Places, and Actions <u>Rigor Books:</u> Spain Explores the Americas <u>Writing Genre:</u> Introducing People/ Describing Characters and Places Using Everyday Language, Informative/ Descriptive, Autobiography</p>	<p>40 - 42 days</p>
<p>Unit 2- The First Americans/Age of Exploration Mentor Text: Morning Girl by Michael Dorris <u>Themes:</u> Age of Exploration <u>BrainPOP ESL: Level 1 Units 3-4 Lessons 3.1-4.5:</u> Definite & Indefinite Articles, Classifying Objects, Describing people & things, irregular plural nouns, describing routines, expressing needs, Wh-questions, have/has, present simple review <u>Rigor Books:</u> Spain Explores the Americas <u>Brain Pop: Social Studies:</u> Christopher Columbus, Native Americans <u>Writing Genre:</u> Narrative Paragraph/Simple Sentences with Frames</p>	<p>40 - 43 Days</p>

<p>Unit 3 - Settlements Take Root/ Life in the Colonies <u>Theme:</u> Colonial Life <u>Brain Pop ESL: Lessons 5.1-5.5:</u> Describing People, Expressing Possession, Clarifying Meaning, Describing Past Events, Tag questions, <u>Rigor Books: Discover Jamestown, The Jamestown Community</u> <u>Brain Pop Social Studies:</u> 13 Colonies <u>Writing Genre:</u> Personal Narrative, Newspaper Article, Persuasive</p>	<p>40 - 42 days</p>
<p>Unit 4- Causes of the Revolution/The American Revolution Mentor Text: Secret Soldier <u>Theme:</u> The American Revolution <u>Brain Pop ESL: Lessons 6.1-6.5:</u> Possessive Adjectives & Nouns, Past Simple of Regular and Irregular Verbs and Nationalities, Recount an event, Relate a Sequence of Events, Causes & Effects and Narrating <u>Rigor Books: George Washington and the American Revolution</u> <u>Brain Pop Social Studies:</u> American Revolution <u>Writing Genre:</u> Guided Storytelling / Simple Narrative Paragraph with Words, Phrases, and Simple Sentences with Frames, Friendly Letter</p>	<p>40 - 43 days</p>
<p>Total Days:</p>	<p>160 - 170 days</p>

Performance Definitions for the levels of English language proficiency

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	<ul style="list-style-type: none"> • specialized or technical language reflective of the content area at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to proficient English peers
5 Bridging	<ul style="list-style-type: none"> • the technical language of the content areas; • a 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 when presented with grade level material
4 Expanding	<ul style="list-style-type: none"> • specific and some technical language of the content areas; • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related 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
3 Developing	<ul style="list-style-type: none"> • general and some specific language of the content areas; • expanded sentences in oral interaction or written paragraphs; • oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support
2 Beginning	<ul style="list-style-type: none"> • general language related to the content areas; • phrases or short sentences; • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
1 Entering	<ul style="list-style-type: none"> • pictorial or graphic representation of the language of the content areas; • words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support

Language development supports for English language learner to increase comprehension and communication skills To be used as a guide in the classroom and during instruction planning.

Environment	
<ul style="list-style-type: none"> • Welcoming and stress-free • Respectful of linguistic and cultural diversity • Honors students' background knowledge • Sets clear and high expectations • Includes routines and norms • Is thinking-focused vs. answer-seeking • Offers multiple modalities to engage in content learning and to demonstrate understanding • Includes explicit instruction of specific language targets • Provides participation techniques to include all learners 	<ul style="list-style-type: none"> • Integrates learning centers and games in a meaningful way • Provides opportunities to practice and refine receptive and productive skills in English as a new language • Integrates meaning and purposeful tasks/activities that: <ul style="list-style-type: none"> ○ Are accessible by all students through multiple entry points ○ Are relevant to students' lives and cultural experiences ○ Build on prior mathematical learning ○ Demonstrate high cognitive demand ○ Offer multiple strategies for solutions ○ Allow for a language learning experience in addition to content

Sensory Supports*	Graphic Supports*	Interactive Supports*	Verbal and Textual Supports
<ul style="list-style-type: none"> • Real-life objects (realia) or concrete objects • Physical models • Manipulatives • Pictures & photographs • Visual representations or models such as diagrams or drawings • Videos & films • Newspapers or magazines • Gestures • Physical movements • Music & songs 	<ul style="list-style-type: none"> • Graphs • Charts • Timelines • Number lines • Graphic organizers • Graphing paper 	<ul style="list-style-type: none"> • In a whole group • In a small group • With a partner such as <i>Turn-and-Talk</i> • In pairs as a group (first, two pairs work independently, then they form a group of four) • In triads • Cooperative learning structures such as <i>Think-Pair-Share</i> • Interactive websites or software • With a mentor or coach 	<ul style="list-style-type: none"> • Labeling • Students' native language • Modeling • Repetitions • Paraphrasing • Summarizing • Guiding questions • Clarifying questions • Probing questions • Leveled questions such as <i>What? When? Where? How? Why?</i> • Questioning prompts & cues • Word Banks • Sentence starters • Sentence frames • Discussion frames • Talk moves, including <i>Wait Time</i>

WIDA PERFORMANCE DEFINITIONS – LISTENING AND READING

Within sociocultural contexts for processing language...			
	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
<p>Level 6 - Reaching</p> <p>English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.</p>			
<p>At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...</p>			
Level 5 Bridging	<ul style="list-style-type: none"> • Rich descriptive discourse with complex sentences • Cohesive and organized, related ideas across content areas 	<ul style="list-style-type: none"> • A variety of complex grammatical structures • Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Technical and abstract content-area language • Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> • Connected discourse with a variety of sentences • Expanded related ideas characteristic of particular content areas 	<ul style="list-style-type: none"> • Complex grammatical structures • A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Specific and some technical content-area language • Words or expressions with multiple meanings across content areas
Level 3 Developing	<ul style="list-style-type: none"> • Discourse with a series of extended sentences • Related ideas specific to particular content areas 	<ul style="list-style-type: none"> • Compound and some complex grammatical constructions • Sentence patterns across content areas 	<ul style="list-style-type: none"> • Specific content-area language and expressions • Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> • Multiple related simple sentences • An idea with details 	<ul style="list-style-type: none"> • Compound grammatical structures • Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • General content words and expressions, including cognates • Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> • Single statements or questions • An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> • Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns 	<ul style="list-style-type: none"> • General content-related words • Everyday social, instructional and some content-related words and phrases

WIDA PERFORMANCE DEFINITIONS – SPEAKING AND WRITING

Within sociocultural contexts for language use...			
	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching			
English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...			
Level 5 Bridging	<ul style="list-style-type: none"> • Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas characteristic of particular content areas 	<ul style="list-style-type: none"> • A variety of complex grammatical structures matched to purpose • A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Technical and abstract content-area language, including content-specific collocations • Words and expressions with precise meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> • Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion characteristic of particular content areas 	<ul style="list-style-type: none"> • Compound and complex grammatical structures • Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Specific and some technical content-area language • Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> • Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas across content areas 	<ul style="list-style-type: none"> • Simple and compound grammatical structures with occasional variation • Sentence patterns across content areas 	<ul style="list-style-type: none"> • Specific content language, including cognates and expressions • Words or expressions with multiple meanings used across content areas
Level 2 Emerging	<ul style="list-style-type: none"> • Phrases or short sentences • Emerging expression of ideas 	<ul style="list-style-type: none"> • Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • General content words and expressions • Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> • Words, phrases, or chunks of language • Single words used to represent ideas 	<ul style="list-style-type: none"> • Phrase-level grammatical structures • Phrasal patterns associated with familiar social and instructional situations 	<ul style="list-style-type: none"> • General content-related words • Everyday social and instructional words and expressions

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

8.2 Technology Education, Engineering, Design, and Computational Thinking-Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Educational Technology

Indicators: 8.1.5.A.1 , 8.1.5.A.2, 8.1.5.A.3, 8.1.8.A.1, 8.1.8.A.2, 8.1.5.B.1, 8.1.8.B.1, 8.1.5.D.4, 8.1.8.D.5.,

- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
Format a document using a word processing application to enhance the text and include graphics, symbols and/ or pictures. Use a graphic organizer to organize information about problem or issue. (Unit 3,4)
- Demonstrate knowledge of a real-world problem using digital tools. (Unit 1,2)
Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. (Unit 4)
- Collaborative to produce a digital story about a significant local event or issue based on first-person interviews. (Unit 1) Synthesize and publish information about a local or global issue or event (ex. collaborative project, blog, school web). (Unit 3)
Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media. (Unit 4)
- Understand appropriate uses for social media and the negative consequences of misuse. (Units 1-4)

21st Century Life and Careers Skills

Indicators: 9.1.8.A.1, 9.1.8.A.2

- Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (Unit 1,2)
- Implement problem-solving strategies to solve a problem in school or the community. (Unit 3,4)

Career Ready Practices

Indicators: CRP1, CRP2, CRP3, CRP4, CRP6, CRP8, CRP11

- Act as a responsible and contributing citizen and employee. (Unit 1)
- Apply appropriate academic and technical skills. (Units 1-4)
- Attend to personal health and financial well-being. (Unit 2)
- Communicate clearly and effectively and with reason. (Units 1-4)
- Demonstrate creativity and innovation. (Unit 2)
- Utilize critical thinking to make sense of problems and persevere in solving them. (Unit 4)
- Use technology to enhance productivity. (Units 1, 2, 4)

Grade: 5	Content: Age of Exploration/New World
Domain: Unit 1	Time Frame: 40-42 days
<p>WIDA English Language Development (ELD) Standards:</p> <p>Standard 1: Social and Instructional Language: English language learners communicate for Social and Instructional purposes within the school setting. Standard 2: The language of Language Arts: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. Standard 5: The language of Social Studies: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p> <p>New Jersey Student Learning Standards:</p> <p>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. RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. 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 RF.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative languages such as metaphors and similes. 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 W.5.3. Write narratives to develop real or imagined experiences or events using the effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use transitional words to link sentences. W.5.1.B. Provide logically ordered reasons that are supported by facts and details. 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. SL.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. SL.5.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	
<p>SL.5.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. 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.</p>	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> □ Why is everyday language important in learning English as a second language? □ What are your expectations as a student this year? □ How can you achieve success? □ Which kind of everyday language in English is necessary to solve problems in real-world situations? □ How can we better understand and express ourselves through the use of everyday language? 	<ul style="list-style-type: none"> □ Acquiring everyday language in English is important in order to meet, greet, and introduce people and places. □ Connecting with ideas, experiences, and beliefs supported by examples and evidence in both fiction and non-fiction is vital to connecting with people and situations in the real world. □ Active and critical use of everyday descriptive language about routines, feelings, life events and documents in English can be used to create solutions for problems people experience in the real world.
Skills	Student Learning Objectives
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Ask and answer questions about present people, places, and activities/events to express needs, likes, and feelings using WH-questions and present progressive verbs. ● Explain and classify content-specific information. ● Apply everyday language, informative/descriptive words, phrases, and /or simple sentences with frames to ask and answer questions about people, places, and/or things in writing and speaking in the target language. ● Apply personal pronouns to own writing to create organization and coherence. ● Define key vocabulary terms by including definition, part of speech, a rating of understanding, synonym, antonym, example sentence, and images. ● Enhance own learning through research, planning, and organization utilizes technological resources and skills. 	<p>Students will know how to:</p> <ul style="list-style-type: none"> ● Determine the meaning of keywords and/or phrases. ● Use everyday language, informative/descriptive words, phrases, and/or simple sentences with frames to ask and answer questions about people, places, and/or things in writing and speaking in the target language. ● Analyze, brainstorm, develop, compose, revise, and edit an introduction using sentence starters/frames. ● Develop own writing through proofreading, revision, and editing. ● Acquire technological skills to organize, produce, revise, and share writing and /or visual presentations.

Vocabulary		Resources	Assessment/Project
Adult Answer Apartment Ask Calendar Childcare Children Classroom Colors Conversation Daily Describe / Description Different / Differences Documents Event Everyday language Express / Expression Family / Families Feelings Greeting Hair Home Information Language Life Likes	acquainted agates amazed assembled balled cassava cocked conch conversation converted coral crouched departure dim discourage excusing expert grove hibiscus hunch insisted instant javelins mango manioc markers marshy	Mentor Text: Morning Girl by Michael Dorris <u>Rigor Books: Spain Explores the Americas</u>	<ul style="list-style-type: none"> ● Introductory Classmate Project using everyday language, informative/descriptive words, simple sentence frames for asking and answering questions ● Initial Reading Inventory ● Initial Phonics Inventory ● BrainPOP ELL Placement Test ● BrainPOP ELL Level 1 Unit 1: Introducing People and Asking/Answering Questions ● Lessons 1.1-1.5 Video, Vocabulary, Grammar, Reading Practice, Writing Practice & Quizzes ● Lessons 2.1-2.5 Video, Vocabulary, Grammar, Reading Practice, Writing Practice & Quizzes ● Role Play/Pairs Practice ● Kahoot!- Review Games ● Key Vocabulary-Quizlet ● Vocabulary & Unit Quizzes ● System 44 Software Progress

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted & Talented	
<ul style="list-style-type: none"> ● Determine literacy and second language learning levels and groupings and/or pairings for each student by analyzing Reading & Phonics Inventory scores, BrainPOP ELL Placement Test Scores, and/or other pre-assessment data ● Modified, adapted, chunked text, chrome extensions, audio books support, visual support ● Key vocabulary definitions ● Simplified/reinforced directions, expectations, and tasks ● Collaborative grouping ● Adjust lesson activities and or pacing learner interest, style and or readiness ● Graphic organizers & rubrics ● Shorter/modified tests & tasks ● 	<ul style="list-style-type: none"> ● Determine literacy and second language learning levels and groupings and/or pairings for each student by analyzing Reading & Phonics Inventory scores, BrainPOP ELL Placement Test Scores, and/or other preassessment data ● Focus on vocabulary and or style of writing ● Extension activities ● Allow student choice ● Flexible groups and or pairs ● Varied activities ● High-level thinking skills applied to content ● Incorporate real-world problemsolving tasks ● Modify according to students' individual needs and situations 	<p><u>Social Studies:</u> Define content-based concepts expressed in texts and videos.</p> <p>Art, Music of Indigenous People can be researched.</p>

Differentiated Instruction

Special Education

- Restructure lesson using UDL principals (http://www.cast.org/our-work/aboutudl.html#.VXmoXcfD_UA).
- Structure lessons around questions that are authentic; relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Structure the learning around explaining or solving a social or community-based issue.
- Provide extended time for assessments and assignments completed in class
- Provide advance notice of written assignments. Encourage students to start assignments early
- Make sure student understands what is being asked in a written assignment. Explain words like compare and contrast.
- Help student decide on a limited, workable topic for a n assignment
- Provide student with a model of what is expected by sharing exemplary pieces of work.
- Give all instructions both in writing and verbally.
- Allow student to provide oral responses rather than written ones.
- Encourage student to pre-read a chapter before reading it.

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- Preferential seating away from distractions
- Extended time for testing
- Modification of test format and delivery (oral exams, use of a calculator, chunking or breaking down tests into smaller sections to complete, providing breaks between sections, quiet place to complete tests, multiple choice or fill in the blank test format instead of essay)
- Modifications in classroom and homework assignments (shortened assignments to compensate for amount of time it takes to complete, extended time to complete assignments, reduced amount of written work, breaking down assignments and long-term projects into segments with separate due dates for completion of each segment, allowing student to dictate or tape record responses, allowing student to use computer for written work, oral reports or hands-on projects to demonstrate learning of material)
- Assistance with note taking (providing student with a copy of class notes, peer assistance with note taking, and give page numbers to locate answers to questions)
- Providing clear and simple directions for homework and class assignments (repeating directions, posting homework assignments on board, supplementing verbal instructions with visual/written instructions)
- Organizational assistance
- Extra set of books for student to keep at home
- Student choice of tasks and assignments
- Two copies of a worksheet, one as draft and other as final copy
- Thesaurus
- Use symbols on test or worksheet to assist students in following directions (arrows, stop signs, large print)

ELL Differentiated Instruction which include Listening, Speaking, Reading, and Writing		
Entering	Beginning	Developing
Expanding		Bridging
<ul style="list-style-type: none"> • Assist students with self-editing (syntax and word usage) • Provide explicit instruction on function words (however, moreover, and in contrast) • Peer tutoring • Use English dictionaries and glossaries • Provide opportunities for students to defend a point of view and substantiate opinions with reasons and evidence • Assist students in identifying figurative language • Provide graphic organizers to assist students in taking notes for multiple purposes • Inform students of how to use and respond to gossip, slang, and idiomatic expressions within content • Interpret visually or graphically-supported information 		<ul style="list-style-type: none"> • Provide students with target words for the unit • Provide students with opportunity to check for understanding of academic vocabulary (Tier 2 and Tier 3) • Provide opportunity for collaborative discussions • Verbally provide information to accomplish grade-level tasks • Support student in their use of figurative language (metaphors and similes) • Provide students with metacognitive for problem-solving (tell me how you know it)the technical language of the content areas; • Support students in using a 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 when presented with grade level material

Grade: 5	Content: Age of Exploration/New World
Domain: Unit 2	Time Frame: 40-43 days
<p>WIDA English Language Development (ELD) Standards: Standard 1: Social and Instructional Language: English language learners communicate for Social and Instructional purposes within the school setting. Standard 2: The language of Language Arts: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. Standard 5: The language of Social Studies: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p> <p>New Jersey Student Learning Standards:</p> <p>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. RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. 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 RF.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative languages such as metaphors and similes. W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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 W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use transitional words to link sentences. W.5.1.B. Provide logically ordered reasons that are supported by facts and details. 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. SL.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. SL.5.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. SL.5.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	
<p>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.</p>	

Essential Questions	Enduring Understandings
<p>Why are explorers important in history?</p> <p>What caused the Age of Exploration?</p> <ul style="list-style-type: none"> □ Are descriptive and informative narratives fiction or non-fiction? □ What are the essential elements of stories and narration? How can we make inferences about the narrator’s and author’s perspectives in reading and writing? □ 	<ul style="list-style-type: none"> □ Connecting with ideas, experiences, and beliefs supported with examples and evidence in both fiction and non-fiction is vital to connecting with people and situations in the real world. □ Narratives can be fictional or non-fictional. □ Culture is a powerful lens through which individuals view, understand, and explain their world, including food, clothing, and health care choices. □ Narrative writers use highly detailed descriptions of objects, specific physical traits of significant people and sounds, sights, textures, and smells of a significant setting or special places to engage the reader.
Skills	Student Learning Objectives
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Ask and answer questions about present people, places, and activities / events to express needs, likes, and feelings using WH-questions and present progressive verbs. ● Explain and classify content-specific information. ● Apply informative / descriptive words, phrases, and /or simple sentences with frames to ask and answer questions about people, places, and/or things in writing and speaking in target language. ● Apply adjectives and past tense verbs to own writing to create organization and coherence. ● Define key vocabulary terms by including definition, part of speech, rating of understanding, synonym, antonym, example sentence, and images. ● Enhance own learning through research, planning, and organization and utilize technological resources and skills. 	<p>Students will know how to:</p> <ul style="list-style-type: none"> ● Determine the meaning of key words and/or phrases. ● Use everyday language, informative/ escriptive words, phrases, and /or simple sentences with frames to ask and answer questions about people, places, and/or things in writing and speaking in target language. ● Analyze, brainstorm, develop, compose, revise, and edit an introduction using sentence starters/frames. ● Develop own writing through proofreading, revision, and editing. ● Acquire technological skills to organize, produce, revise, and share writing and /or visual presentations.

Vocabulary		Resources	Assessment/Project
Adjective Spaniard Caption Clarify Collection Contrast Discuss/Discussion Effect Energy Holiday Individual Internet Journey Letter	acquainted agates amazed assembled balled cassava cocked conch conversation converted coral crouched departure dim discourage excusing expert grove hibiscus hunch insisted instant javelins mango manioc markers marshy	Morning Girl by Michael Dorris <u>Rigor Books</u> : Spain Explores the Americas	<ul style="list-style-type: none"> ● Key Vocabulary <u>Quizlets</u> ● Labeling Activities ● Narrative Writing Piece ● Vocabulary/Unit Quizzes ● Picture Book on Taino life and European Life ● BrainPOP ELL Level 1 Unit 3 Lessons 3.1-3.5: Definite & Indefinite Articles, Singular & Plural Nouns, Count & NonCount Nouns, and Adjectives to Identify and Describe People, Places, and Things - Video, Vocabulary, Grammar, Reading Practice, Writing Practice & Quizzes ● Role Play/Pairs Practice ● System 44 Software Progress

Differentiated Instruction	Interdisciplinary Connections
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<p style="text-align: center;">At Risk Students</p> <p>Determine literacy and second language learning levels and groupings and / or pairings for each student by analyzing Reading & Phonics Inventory scores, BrainPOP ELL Placement Test Scores, and / or other pre-assessment data</p> <p>Modified, adapted, chunked text, chrome extensions, audio books support , visual support</p> <p>Key vocabulary definitions</p> <p>Simplified/reinforced directions, expectations, and tasks</p> <p>Collaborative grouping</p> <p>Adjust lesson activities and or pacing learner interest, style and or readiness</p> <p>Graphic organizers & rubrics</p> <p style="text-align: center;">Shorter/modified tests & tasks</p>	<p style="text-align: center;">Enrichment, Gifted & Talented</p> <ul style="list-style-type: none"> ● Determine literacy and second language learning levels and groupings and / or pairings for each student by analyzing Reading & Phonics Inventory scores, BrainPOP ELL Placement Test Scores, and / or other preassessment data ● Focus on vocabulary and or style of writing ● Extension activities ● Allow student choice ● Flexible groups and or pairs ● Varied activities ● High level thinking skills applied to content ● Incorporate real-world problemsolving tasks ● Modify according to students' individual needs and situations. 	<p style="text-align: center;"><u>Social Studies:</u></p> <p>Define content-based concepts expressed in texts and videos.</p> <p>Critically research, read and analyze various topics to better understand writers' ideas expressed in media and or texts about Exploration of Americas, Indigenous People, and Columbian Exchange.</p>
<p>Differentiated Instruction</p>		

Special Education	504
<ul style="list-style-type: none"> • Restructure lesson using UDL principals (http://www.cast.org/our-work/aboutudl.html#VXmoXcfD-UA). • Structure lessons around questions that are authentic; relate to students' interests, social/family background and knowledge of their community. • Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). • Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences). • Structure the learning around explaining or solving a social or community-based issue. • Provide extended time for assessments and assignments completed in class • Provide advance notice of written assignments. Encourage students to start assignments early • Make sure student understands what is being asked in a written assignment. Explain words like compare and contrast. • Help student decide on a limited, workable topic for a n assignment • Provide student with a model of what is expected by sharing exemplary pieces of work. • Give all instructions both in writing and verbally. • Allow student to provide oral responses rather than written ones. • Encourage student to pre-read a chapter before reading it. 	<ul style="list-style-type: none"> • Preferential seating away from distractions • Extended time for testing • Modification of test format and delivery (oral exams, use of a calculator, chunking or breaking down tests into smaller sections to complete, providing breaks between sections, quiet place to complete tests, multiple choice or fill in the blank test format instead of essay) • Modifications in classroom and homework assignments (shortened assignments to compensate for amount of time it takes to complete, extended time to complete assignments, reduced amount of written work, breaking down assignments and long-term projects into segments with separate due dates for completion of each segment, allowing student to dictate or tape record responses, allowing student to use computer for written work, oral reports or hands-on projects to demonstrate learning of material) • Assistance with note taking (providing student with a copy of class notes, peer assistance with note taking, and give page numbers to locate answers to questions) • Providing clear and simple directions for homework and class assignments (repeating directions, posting homework assignments on board, supplementing verbal instructions with visual/written instructions) • Organizational assistance • Extra set of books for student to keep at home • Student choice of tasks and assignments • Two copies of a worksheet, one as draft and other as final copy • Thesaurus • Use symbols on test or worksheet to assist students in following directions (arrows, stop signs, large print)

ELL Differentiated Instruction which include Listening, Speaking, Reading, and Writing		
Entering	Beginning	Developing
<p>Provide students with one-step oral commands/instructions</p> <p>Allow pictorial or graphic representation of the language of the content areas</p> <p>Provide students with WH-questions, or statements with visual and graphic support related to content areas</p> <p>During instruction use general and high frequency vocabulary</p> <p>Repetition of directions and high frequency vocabulary</p> <p>Match content-related objects/pictures to words verbally and visually throughout room</p> <p>Use picture dictionaries/ illustrated glossaries</p> <p>Allow student to create vocabulary/ concept cards</p> <p>Create and post lists from pre-taught words/phrases, word banks, and vocabulary notebooks</p> <p>Ask students to supply missing words in short sentences</p> <p>Teacher-Student Modeling</p> <p>Think/Read aloud</p> <p>Choral Reading</p> <p>Chunking</p> <p>Verbal clues</p> <p>Highlight text</p> <p>Buddy Partner Reading</p>	<ul style="list-style-type: none"> • Provide students with multi-step oral commands/instructions • Identify information on charts or tables based on oral statements □ general language related to the content areas; • Provide students with phrases or short sentences • Clarify main ideas of classroom conversation • Teacher will convey content through high frequency words/ phrases • Allow students opportunity to describe classroom routines • Allow students to communicate in social situations (turn and talk) • Locate main ideas in a series of simple sentences • Allow students the opportunity to gather background information by brainstorming, task cards, schema stories, KWL • Provide direct instruction of text structures specific to content areas (titles, graphs, glossary) • Allow students to work with a partner of the same native language to support both L1 and L2 (language acquisition e.g., cognates) • Use cloze strategy with pre-taught vocabulary • Provide bilingual dictionaries and glossaries • Use written models in writing instructions (writing samples) • Provide sentence starters, graphic organizers, and outlines for assigned writing topics. 	<ul style="list-style-type: none"> • Provide students the opportunity to retell/rephrase ideas from speech general and some specific language of the content areas; • Multiple meanings of words in context (Tier 2 Academic Vocabulary) • Provide instruction for frequently used affixes and root words • Use English dictionaries and glossaries • Expanded sentences in oral interaction or written paragraphs • Varying complexity of assignments • Captioning • Retelling • Reciprocal teaching • Allow students to conducting interviews and gather information through speech • Explain Idioms • Encourage students to use full sentence in both speech and writing • Provide sentence frames to allow students to practice using of transitional words • Provide students with strategies and steps in problem-solving • Allow students the opportunities for selfevaluation against criteria (rubric)
Expanding		Bridging

<ul style="list-style-type: none"> • Assist students with self-editing (syntax and word usage) • Provide explicit instruction on function words (however, moreover, and in contrast) • Peer tutoring • Use English dictionaries and glossaries • Provide opportunities for students to defend a point of view and substantiate opinions with reasons and evidence • Assist students in identifying figurative language • Provide graphic organizers to assist students in taking notes for multiple purposes • Inform students of how to use and respond to gossip, slang, and idiomatic expressions within content • Interpret visually or graphically-supported information 	<ul style="list-style-type: none"> • Provide students with target words for the unit • Provide students with opportunity to check for understanding of academic vocabulary (Tier 2 and Tier 3) • Provide opportunity for collaborative discussions • Verbally provide information to accomplish grade-level tasks • Support student in their use of figurative language (metaphors and similes) • Provide students with metacognitive for problem-solving (tell me how you know it)the technical language of the content areas; • Support students in using a 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 when presented with grade level material
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Grade: 5	Content: Settlements Take Root/Life in the Colonies
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Domain: Unit 3

Time Frame: 40-42 days

WIDA English Language Development (ELD) Standards:

Standard 1: Social and Instructional Language: English language learners communicate for Social and Instructional purposes within the school setting. Standard 2: The language of Language Arts: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Standard 5: The language of Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

New Jersey Student Learning Standards:

RL.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and drawing inferences from the text. 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*.

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

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

RF.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use transitional words to link sentences.

W.5.1.B. Provide logically ordered reasons that are supported by facts and details.

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.

SL.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SL.5.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.5.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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.

Essential Questions

Enduring Understandings

<ul style="list-style-type: none"> ● How well did European settlers in America adapt to their new environment? ● To what extent was life in early America similar to and/or different from Europe? ● How did geography affect the development of Colonial America? ● How did the people of Colonial America deal with diversity? 	<ul style="list-style-type: none"> ● Determine importance and synthesis in reading and writing required connecting with the key ideas in the text. ● Transition and power words help organize ideas, sentences and paragraphs. ● Language, literature and creative writing can be used as a tool to impact social change in the world.
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Skills	Student Learning Objectives	
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain and classify content-specific information. ● Apply personal pronouns to own writing to create organization and coherence. ● Define key vocabulary terms by including definition, part of speech, and rating of understanding, synonym, antonym, example sentence, and images. ● Enhance own learning through research, planning, and organization utilize technological resources and skills. 	<p>Students will know how to:</p> <ul style="list-style-type: none"> ● Determine the meaning of key words and / or phrases. ● Use everyday language, informative / descriptive words, phrases, and /or simple sentences with frames to ask and answer questions about people, places, and / or things in writing and speaking in target language. ● Analyze, brainstorm, develop, compose, revise, and edit an introduction using sentence starters / frames. ● Develop own writing through proofreading, revision, and editing. ● Acquire technological skills to organize, produce, revise, and share writing and /or visual presentations. 	
Vocabulary	Resources	Assessment/Project

<p>Jamestown Powhatan House of Burgesses Captain J. Smith Settler Colonization Tobacco Colony Survive Harsh Leadership Settle Trade</p>	<p>acquainted agates amazed adventure attic bandages bury diary discharged disguise enemy elected Settlement mischief move restless</p>	<p>errands fever government knapsack lively marches minister shipwreck soldier talks uniform wilderness wound</p>	<p><u>Mentor Text:</u> The Secret Soldier <u>Rigor Books:</u> Jamestown BrainPop Social Studies- Colonial America activities Supplemental Additional Non-fiction Articles & Informational Texts</p>	<p>☐ Brainpop ELL Level 1 Unit 4 Lessons 4.1-4.5: Present Simple (Affirmative, Negative & Questions) & Present Progressive, Have / Has to Relate Facts, Describe Habits & Routines, Ask Informational Questions, Generalize, and Explain Consequences with Frames - Video, Vocabulary, Grammar, Reading Practice, Writing Practice & Quizzes</p> <ul style="list-style-type: none"> ● Role Play/Pairs Practice ● Kahoot! - Review Games ● Key Vocabulary-Quizlet ● Vocabulary & Unit Quizzes ● System 44 Software Progress
Differentiated Instruction			Interdisciplinary Connections	

<p>At Risk Students</p>	<p>Enrichment, Gifted & Talented</p>	<p>Social Studies: Define content-based concepts expressed in texts and videos. Define content-based vocabulary Critically research, read and analyze various topics to better understand writers' ideas expressed in media and or texts about Jamestown and Colonial Americ</p>
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- Determine literacy and second language learning levels and groupings and / or pairings for each student by analyzing Reading & Phonics Inventory scores, BrainPOP ELL Placement Test Scores, and / or other pre-assessment data
- Modified, adapted, chunked text, chrome extensions, audio books support, visual support
- Key vocabulary definitions
- Simplified/reinforced directions, expectations, and tasks
- Collaborative grouping
- Adjust lesson activities and or pacing learner interest, style and or readiness Graphic organizers & rubrics
- Shorter/modified tests & tasks
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- Determine literacy and second language learning levels and groupings and / or pairings for each student by analyzing Reading & Phonics Inventory scores, BrainPOP ELL Placement Test Scores, and / or other pre-assessment data
- Focus on vocabulary and or style of writing
- Extension activities
- Allow student choice
- Flexible groups and or pairs
- Varied activities
- High level thinking skills applied to content Incorporate real-world problem-solving tasks
- Modify according to students' individual needs and situations

Differentiated Instruction

Special Education	504
<ul style="list-style-type: none"> • Restructure lesson using UDL principals (http://www.cast.org/our-work/aboutudl.html#.VXmoXcfd_UA). • Structure lessons around questions that are authentic; relate to students' interests, social/family background and knowledge of their community. • Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). • Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences). • Structure the learning around explaining or solving a social or community-based issue. • Provide extended time for assessments and assignments completed in class • Provide advance notice of written assignments. Encourage students to start assignments early • Make sure student understands what is being asked in a written assignment. Explain words like compare and contrast. • Help student decide on a limited, workable topic for a n assignment • Provide student with a model of what is expected by sharing exemplary pieces of work. • Give all instructions both in writing and verbally. • Allow student to provide oral responses rather than written ones. • Encourage student to pre-read a chapter before reading it. 	<ul style="list-style-type: none"> • Preferential seating away from distractions • Extended time for testing • Modification of test format and delivery (oral exams, use of a calculator, chunking or breaking down tests into smaller sections to complete, providing breaks between sections, quiet place to complete tests, multiple choice or fill in the blank test format instead of essay) • Modifications in classroom and homework assignments (shortened assignments to compensate for amount of time it takes to complete, extended time to complete assignments, reduced amount of written work, breaking down assignments and long-term projects into segments with separate due dates for completion of each segment, allowing student to dictate or tape record responses, allowing student to use computer for written work, oral reports or hands-on projects to demonstrate learning of material) • Assistance with note taking (providing student with a copy of class notes, peer assistance with note taking, and give page numbers to locate answers to questions) • Providing clear and simple directions for homework and class assignments (repeating directions, posting homework assignments on board, supplementing verbal instructions with visual/written instructions) • Organizational assistance • Extra set of books for student to keep at home • Student choice of tasks and assignments • Two copies of a worksheet, one as draft and other as final copy • Thesaurus • Use symbols on test or worksheet to assist students in following directions (arrows, stop signs, large print)

**ELL Differentiated Instruction which include
Listening, Speaking, Reading, and Writing**

Entering	Beginning	Developing
<ul style="list-style-type: none"> <input type="checkbox"/> Provide students with one-step oral commands/instructions <input type="checkbox"/> Allow pictorial or graphic representation of the language of the content areas <input type="checkbox"/> Provide students with WH-questions, or statements with visual and graphic support related to content areas <input type="checkbox"/> During instruction use general and high frequency vocabulary <input type="checkbox"/> Repetition of directions and high frequency vocabulary <input type="checkbox"/> Match content-related objects/pictures to words verbally and visually throughout room <input type="checkbox"/> Use picture dictionaries/ illustrated glossaries <input type="checkbox"/> Allow student to create vocabulary/ concept cards <input type="checkbox"/> Create and post lists from pre-taught words/phrases, word banks, and vocabulary notebooks <input type="checkbox"/> Ask students to supply missing words in short sentences <input type="checkbox"/> Teacher-Student Modeling <input type="checkbox"/> Think/Read aloud <input type="checkbox"/> Choral Reading <input type="checkbox"/> Chunking <input type="checkbox"/> Verbal clues <input type="checkbox"/> Highlight text <input type="checkbox"/> Buddy Partner Reading <input type="checkbox"/> 	<ul style="list-style-type: none"> • Provide students with multi-step oral commands/instructions • Identify information on charts or tables based on oral statements <input type="checkbox"/> general language related to the content areas; • Provide students with phrases or short sentences • Clarify main ideas of classroom conversation • Teacher will convey content through high frequency words/ phrases • Allow students opportunity to describe classroom routines • Allow students to communicate in social situations (turn and talk) • Locate main ideas in a series of simple sentences • Allow students the opportunity to gather background information by brainstorming, task cards, schema stories, KWL • Provide direct instruction of text structures specific to content areas (titles, graphs, glossary) • Allow students to work with a partner of the same native language to support both L1 and L2 (language acquisition e.g., cognates) • Use cloze strategy with pre-taught vocabulary • Provide bilingual dictionaries and glossaries • Use written models in writing instructions (writing samples) • Provide sentence starters, graphic organizers, and outlines for assigned writing topics. 	<ul style="list-style-type: none"> • Provide students the opportunity to retell/rephrase ideas from speech general and some specific language of the content areas; • Multiple meanings of words in context (Tier 2 Academic Vocabulary) • Provide instruction for frequently used affixes and root words • Use English dictionaries and glossaries • Expanded sentences in oral interaction or written paragraphs • Varying complexity of assignments • Captioning • Retelling • Reciprocal teaching • Allow students to conducting interviews and gather information through speech • Explain Idioms • Encourage students to use full sentence in both speech and writing • Provide sentence frames to allow students to practice using of transitional words • Provide students with strategies and steps in problem-solving • Allow students the opportunities for selfevaluation against criteria (rubric)

Expanding	Bridging
<ul style="list-style-type: none"> • Assist students with self-editing (syntax and word usage) • Provide explicit instruction on function words (however, moreover, and in contrast) • Peer tutoring • Use English dictionaries and glossaries • Provide opportunities for students to defend a point of view and substantiate opinions with reasons and evidence • Assist students in identifying figurative language • Provide graphic organizers to assist students in taking notes for multiple purposes • Inform students of how to use and respond to gossip, slang, and idiomatic expressions within content • Interpret visually or graphically-supported information 	<ul style="list-style-type: none"> • Provide students with target words for the unit • Provide students with opportunity to check for understanding of academic vocabulary (Tier 2 and Tier 3) • Provide opportunity for collaborative discussions • Verbally provide information to accomplish grade-level tasks • Support student in their use of figurative language (metaphors and similes) • Provide students with metacognitive for problem-solving (tell me how you know it)the technical language of the content areas; • Support students in using a 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 when presented with grade level material

Grade: 5	Content: American Revolution
Domain: Unit 4	Time Frame: 40-43 days

WIDA English Language Development (ELD) Standards:

Standard 1: Social and Instructional Language: English language learners communicate for Social and Instructional purposes within the school setting. Standard 2: The language of Language Arts: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Standard 5: The language of Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

New Jersey Student Learning Standards:

RL.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and drawing inferences from the text. 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*.

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

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

RF.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use transitional words to link sentences.

W.5.1.B. Provide logically ordered reasons that are supported by facts and details.

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.

SL.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SL.5.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.5.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none">□ How does conflict create change?□ Why was the Declaration of Independence important?□ Why was the American Revolution an important event in world history?	<ul style="list-style-type: none">□ Different types of texts have different purposes and structures.□ A new nation was created as a result of the American Revolution.□ Individuals can have a great impact on history□ Nonfiction is written for a variety of purposes.□ Transition and power words help organize ideas, sentences and paragraphs.□ Language, literature and creative writing can be used as a tool to impact social change in the world.

Skills	Student Learning Objectives
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain and classify content-specific information. ● Form mental images, use sensory images, and identify emotional responses when reading narratives. ● Define key vocabulary terms by including definition, part of speech, rating of understanding, synonym, antonym, example sentence, and images. ● Enhance own learning through research, planning, and organization utilize technological resources and skills. ● Use the past tense in narrative sentences. 	<p>Students will know how to:</p> <ul style="list-style-type: none"> ● Determine the meaning of key words and / or phrases. ● Use everyday language, informative / descriptive words, phrases, and /or simple sentences with frames to ask and answer questions about people, places, and/or things in writing and speaking in target language. ● Analyze, brainstorm, develop, compose, revise, and edit an introduction using sentence starters / frames. ● Develop own writing through proofreading, revision, and editing. ● Acquire technological skills to organize, produce, revise, and share writing and /or visual presentations.

Vocabulary			Resources	Assessment/Project
adventure attic bandages bury diary discharged disguise enemy errands fever government knapsack	lively marches minister mischief move restless shipwreck soldier talks	Boycott Colonist Continental Congress uniform wilderness wound	<p>Mentor Text: The Secret Soldier</p> <p>Rigor Books: George Washington</p>	<ul style="list-style-type: none"> BrainPOP ELL Level 1 Units 5-6 Lessons 5.16.5: Possessive Adjectives & Nouns, Past Simple of Regular and Irregular Verbs and Nationalities – to Relate a Sequence of Events, Causes & Effects and Narrating - Video, Vocabulary, Grammar, Reading Practice, Writing Practice & Quizzes Storytelling / Narration Project (Google Slides / Flipgrid) Simple Narrative Writing Task with Sentence Starters and Frames System44 Software Progress EOY Reading Inventory to determine reading Lexile level in target language EOY Phonics Inventory (if Lexile below 600) to determine phonemic awareness in target language Role Play/Pairs Practice Vocabulary & Unit Quizzes System 44 Software Progress

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted & Talented	Social Studies:
<ul style="list-style-type: none"> ● Determine literacy and second language learning levels and groupings and/or pairings for each student by analyzing Reading & Phonics Inventory scores, BrainPOP ELL Placement Test Scores, and / or other preassessment data ● Modified, adapted, chunked text, chrome extensions, audio books support, visual support ● Key vocabulary definitions ● Simplified/reinforced directions, expectations, and tasks ● Collaborative grouping ● Adjust lesson activities and or pacing learner interest, style and or readiness Graphic organizers & rubrics ● Shorter/modified tests & tasks 	<ul style="list-style-type: none"> ● Determine literacy and continue language learning levels and groupings and/or pairings for each student by analyzing Reading & Phonics Inventory scores, BrainPOP ELL Placement Test Scores, and/or other preassessment data ● Focus on vocabulary and or style of writing ● Extension activities ● Allow student choice ● Flexible groups and or pairs ● Varied activities ● High-level thinking skills applied to content ● Incorporate real-world problem-solving tasks ● Modify according to students' individual needs and situations 	<p>Define content-based concepts expressed in texts and videos.</p> <p>Define content-based vocabulary</p> <p>Critically research, read and analyze various topics to better understand writers' ideas expressed in media and or texts about American Revolution and George Washington</p> <ul style="list-style-type: none"> • BrainPOP Social Studies- American Revolution activities • Different types of Communication: Paul Revere

Differentiated Instruction

Special Education

- Restructure lesson using UDL principals (http://www.cast.org/our-work/aboutudl.html#.VXmoXcfD_UA).
- Structure lessons around questions that are authentic; relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Structure the learning around explaining or solving a social or community-based issue.
- Provide extended time for assessments and assignments completed in class
- Provide advance notice of written assignments. Encourage students to start assignments early
- Make sure student understands what is being asked in a written assignment. Explain words like compare and contrast.
- Help student decide on a limited, workable topic for a n assignment
- Provide student with a model of what is expected by sharing exemplary pieces of work.
- Give all instructions both in writing and verbally.
- Allow student to provide oral responses rather than written ones.
- Encourage student to pre-read a chapter before reading it.

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- Preferential seating away from distractions
- Extended time for testing
- Modification of test format and delivery (oral exams, use of a calculator, chunking or breaking down tests into smaller sections to complete, providing breaks between sections, quiet place to complete tests, multiple choice or fill in the blank test format instead of essay)
- Modifications in classroom and homework assignments (shortened assignments to compensate for amount of time it takes to complete, extended time to complete assignments, reduced amount of written work, breaking down assignments and long-term projects into segments with separate due dates for completion of each segment, allowing student to dictate or tape record responses, allowing student to use computer for written work, oral reports or hands-on projects to demonstrate learning of material)
- Assistance with note taking (providing student with a copy of class notes, peer assistance with note taking, and give page numbers to locate answers to questions)
- Providing clear and simple directions for homework and class assignments (repeating directions, posting homework assignments on board, supplementing verbal instructions with visual/written instructions)
- Organizational assistance
- Extra set of books for student to keep at home
- Student choice of tasks and assignments
- Two copies of a worksheet, one as draft and other as final copy
- Thesaurus
- Use symbols on test or worksheet to assist students in following directions (arrows, stop signs, large print)

**ELL Differentiated Instruction which include
Listening, Speaking, Reading, and Writing**

Entering	Beginning	Developing
<ul style="list-style-type: none"> □ Provide students with one-step oral commands/instructions □ Allow pictorial or graphic representation of the language of the content areas □ Provide students with WH-questions, or statements with visual and graphic support related to content areas □ During instruction use general and high frequency vocabulary □ Repetition of directions and high frequency vocabulary □ Match content-related objects/pictures to words verbally and visually throughout room □ Use picture dictionaries/ illustrated glossaries □ Allow student to create vocabulary/ concept cards □ Create and post lists from pre-taught words/phrases, word banks, and vocabulary notebooks □ Ask students to supply missing words in short sentences □ Teacher-Student Modeling □ Think/Read aloud □ Choral Reading □ Chunking □ Verbal clues □ Highlight text □ Buddy Partner Reading □ □ 	<ul style="list-style-type: none"> • Provide students with multi-step oral commands/instructions • Identify information on charts or tables based on oral statements □ general language related to the content areas; • Provide students with phrases or short sentences • Clarify main ideas of classroom conversation • Teacher will convey content through high frequency words/ phrases • Allow students opportunity to describe classroom routines • Allow students to communicate in social situations (turn and talk) • Locate main ideas in a series of simple sentences • Allow students the opportunity to gather background information by brainstorming, task cards, schema stories, KWL • Provide direct instruction of text structures specific to content areas (titles, graphs, glossary) • Allow students to work with a partner of the same native language to support both L1 and L2 (language acquisition e.g., cognates) • Use cloze strategy with pre-taught vocabulary • Provide bilingual dictionaries and glossaries • Use written models in writing instructions (writing samples) • Provide sentence starters, graphic organizers, and outlines for assigned writing topics. 	<ul style="list-style-type: none"> • Provide students the opportunity to retell/rephrase ideas from speech general and some specific language of the content areas; • Multiple meanings of words in context (Tier 2 Academic Vocabulary) • Provide instruction for frequently used affixes and root words • Use English dictionaries and glossaries • Expanded sentences in oral interaction or written paragraphs • Varying complexity of assignments • Captioning • Retelling • Reciprocal teaching • Allow students to conducting interviews and gather information through speech • Explain Idioms • Encourage students to use full sentence in both speech and writing • Provide sentence frames to allow students to practice using of transitional words • Provide students with strategies and steps in problem-solving • Allow students the opportunities for selfevaluation against criteria (rubric)

Expanding	Bridging
<ul style="list-style-type: none"> • Assist students with self-editing (syntax and word usage) • Provide explicit instruction on function words (however, moreover, and in contrast) • Peer tutoring • Use English dictionaries and glossaries • Provide opportunities for students to defend a point of view and substantiate opinions with reasons and evidence • Assist students in identifying figurative language • Provide graphic organizers to assist students in taking notes for multiple purposes • Inform students of how to use and respond to gossip, slang, and idiomatic expressions within content • Interpret visually or graphically-supported information 	<ul style="list-style-type: none"> • Provide students with target words for the unit • Provide students with opportunity to check for understanding of academic vocabulary (Tier 2 and Tier 3) • Provide opportunity for collaborative discussions • Verbally provide information to accomplish grade-level tasks • Support student in their use of figurative language (metaphors and similes) • Provide students with metacognitive for problem-solving (tell me how you know it)the technical language of the content areas; • Support students in using a 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 when presented with grade level material