



# BURCH CHARTER SCHOOL OF EXCELLENCE

## ESL Curriculum Guide Grade 5 Level 2

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 21<sup>st</sup> 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><b>Unit 1: Studying History:</b> The Beginnings of Human Society: Paleolithic and Neolithic Ages</p> <p><u>Themes:</u> Geography of Egypt, People and Culture</p> <p><u>BrainPOP ELL:</u> Level 2 Units 1 &amp; 2 Lessons 1.1-2.5: Phrasal Verbs and Pronouns (Demonstrative / Object / Reflexive) in Narration and Future and Modals in Writing Information / Exposition</p> <p><u>Writing Genre:</u> Narrative and Informative / Expository with Sentence Starters / Frames</p> <p><u>Brain Pop: Social Studies:</u> Egyptian Pharaohs, Ancient Cultures</p>	<p><b>40 - 42 days</b></p>
<p><b>Unit 2- Religions of the World</b></p> <p><b>Mentor Text: I think the book you told me you will order as a guide for me?</b></p> <p><u>Theme:</u> Hinduism and Buddhism</p> <p><u>BrainPOP ELL:</u> Level 2 Unit 4 Lessons 4.1-4.5: Past Progressive &amp; Modals in Narration</p> <p><u>Brain Pop: Social Studies:</u> Religion, Diwali, Mahatma Gandhi, Silk Road</p> <p><u>Writing Genre:</u> Narrative with Sentence Starters, Research Paragraphs and Comparing/Contrasting with frames</p>	<p><b>40 - 43 Days</b></p>

<p><b>Unit 3 – Religions of the World</b>  <b>Mentor Texts: The Butterfly by Patricia Polacco</b>  <u>Theme:</u> Judaism and Christianity  <u>Brain Pop ELL: Level 2 Unit 3 Lessons 3.1-3.5:</u> Future, Modals, and Adverbs in Persuasion / Opinion  <u>Brain Pop Social Studies:</u> Religion, Holocaust, Anne Frank, Columbian Exchange, Copernicus, Winter Holidays  <u>Writing Genre:</u> Personal Narrative, Newspaper Article, Friendly Letter</p>	<p><b>40 - 42 days</b></p>
<p><b>Unit 4- Religions of the World</b>  <b>Mentor Text: The Breadwinner by Deborah Ellis</b>  <u>Theme:</u> Islam  <u>Brain Pop ELL: Level 2 Units 5 &amp; 6: Lessons 5.1-6.5:</u> Review of Tenses &amp; Modals (Past / Present / Future) in Information / Exposition &amp; Comparatives, Superlatives, Adjectives, and Word Order in Compare &amp; Contrast  <u>Brain Pop Social Studies:</u> Religion, Silk Road, Ottoman Empire, Malala, Ramadan  <u>Writing Genre:</u> Explanatory Parag, Research Projects, Friendly Letter, Persuasive/Opinion</p>	<p><b>40 - 43 days</b></p>
<p><b>Totals Days:</b></p>	<p><b>160 - 170 days</b></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:

<p><b>6</b> Reaching</p>	<ul style="list-style-type: none"> <li>specialized or technical language reflective of the content area at grade level</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>oral or written communication in English comparable to proficient English peers</li> </ul>
<p><b>5</b> Bridging</p>	<ul style="list-style-type: none"> <li>the technical language of the content areas;</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports;</li> <li>oral or written language approaching comparability to that of English proficient peers when presented with grade level material</li> </ul>
<p><b>4</b> Expanding</p>	<ul style="list-style-type: none"> <li>specific and some technical language of the content areas;</li> <li>a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs;</li> <li>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</li> </ul>
<p><b>3</b> Developing</p>	<ul style="list-style-type: none"> <li>general and some specific language of the content areas;</li> <li>expanded sentences in oral interaction or written paragraphs;</li> <li>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</li> </ul>
<p><b>2</b> Beginning</p>	<ul style="list-style-type: none"> <li>general language related to the content areas;</li> <li>phrases or short sentences;</li> <li>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</li> </ul>
<p><b>1</b> Entering</p>	<ul style="list-style-type: none"> <li>pictorial or graphic representation of the language of the content areas;</li> <li>words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support</li> </ul>

**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.**

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

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

## 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
<b>Level 6 - Reaching</b> 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.			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...			
<b>Level 5 Bridging</b>	<ul style="list-style-type: none"> <li>• Rich descriptive discourse with complex sentences</li> <li>• Cohesive and organized, related ideas across content areas</li> </ul>	<ul style="list-style-type: none"> <li>• A variety of complex grammatical structures</li> <li>• Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Technical and abstract content-area language</li> <li>• Words and expressions with shades of meaning across content areas</li> </ul>
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>• Connected discourse with a variety of sentences</li> <li>• Expanded related ideas characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Complex grammatical structures</li> <li>• A broad range of sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Specific and some technical content-area language</li> <li>• Words or expressions with multiple meanings across content areas</li> </ul>
<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>• Discourse with a series of extended sentences</li> <li>• Related ideas specific to particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Compound and some complex grammatical constructions</li> <li>• Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Specific content-area language and expressions</li> <li>• Words and expressions with common collocations and idioms across content areas</li> </ul>
<b>Level 2 Emerging</b>	<ul style="list-style-type: none"> <li>• Multiple related simple sentences</li> <li>• An idea with details</li> </ul>	<ul style="list-style-type: none"> <li>• Compound grammatical structures</li> <li>• Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>• General content words and expressions, including cognates</li> <li>• Social and instructional words and expressions across content areas</li> </ul>
<b>Level 1 Entering</b>	<ul style="list-style-type: none"> <li>• Single statements or questions</li> <li>• An idea within words, phrases, or chunks of language</li> </ul>	<ul style="list-style-type: none"> <li>• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)</li> <li>• Common social and instructional forms and patterns</li> </ul>	<ul style="list-style-type: none"> <li>• General content-related words</li> <li>• Everyday social, instructional and some content-related words and phrases</li> </ul>

## 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
<b>Level 6 - Reaching</b>			
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...			
<b>Level 5 Bridging</b>	<ul style="list-style-type: none"> <li>• Multiple, complex sentences</li> <li>• Organized, cohesive, and coherent expression of ideas characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>• A variety of complex grammatical structures matched to purpose</li> <li>• A broad range of sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Technical and abstract content-area language, including content-specific collocations</li> <li>• Words and expressions with precise meaning across content areas</li> </ul>
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>• Short, expanded, and some complex sentences</li> <li>• Organized expression of ideas with emerging cohesion characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Compound and complex grammatical structures</li> <li>• Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Specific and some technical content-area language</li> <li>• Words and expressions with expressive meaning through use of collocations and idioms across content areas</li> </ul>
<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>• Short and some expanded sentences with emerging complexity</li> <li>• Expanded expression of one idea or emerging expression of multiple related ideas across content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Simple and compound grammatical structures with occasional variation</li> <li>• Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Specific content language, including cognates and expressions</li> <li>• Words or expressions with multiple meanings used across content areas</li> </ul>
<b>Level 2 Emerging</b>	<ul style="list-style-type: none"> <li>• Phrases or short sentences</li> <li>• Emerging expression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Formulaic grammatical structures</li> <li>• Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>• General content words and expressions</li> <li>• Social and instructional words and expressions across content areas</li> </ul>
<b>Level 1 Entering</b>	<ul style="list-style-type: none"> <li>• Words, phrases, or chunks of language</li> <li>• Single words used to represent ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Phrase-level grammatical structures</li> <li>• Phrasal patterns associated with familiar social and instructional situations</li> </ul>	<ul style="list-style-type: none"> <li>• General content-related words</li> <li>• Everyday social and instructional words and expressions</li> </ul>



### 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:** 8.1.8.A.1, 8.185.A.2, 8.1.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.,

- Demonstrate knowledge of a real-world problem using digital tools. (Units 2,3) □ Select and use applications effectively and productively. (Unit 4)
- 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. (Units 3,4)
- Use and/or develop a simulation that provides an environment to solve a real world problem or theory. (Unit 2)
- Create a database query, sort and create a report and describe the process, and explain the report results. (Unit 4)
- Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. (Units 1-4)
- Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. (Units 1, 2,3)

## 21<sup>st</sup> Century Life and Careers Skills

**Indicators:** 9.1.8.A.1, 9.1.8. A.2, 9.2.8. B.7

- Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (Units 2, 4)
- Implement problem-solving strategies to solve a problem in school or the community. (Units 2,4)
- Evaluate the impact of online activities and social media on employer decisions. (Units 1-4)

## Career Ready Practices

**Indicators:** CRP1, CRP2, CRP3, CRP4, CRP6, CRP7, CRP8, CRP11

- Act as a responsible and contributing citizen and employee. (Units 2, 4)
- Apply appropriate academic and technical skills. (Unit 4)
- Attend to personal health and financial well-being. (Units 1,3)
- Communicate clearly and effectively and with reason. (Units 2,4)
- Demonstrate creativity and innovation. (Unit 4)
- Employ valid and reliable research strategies. (Units 2, 4)
- Utilize critical thinking to make sense of problems and persevere in solving them. (Unit 1)
- Use technology to enhance productivity. (Units 1-4)

<b>Grade: 5</b>	<b>Content: Studying History</b> <b>Themes: Beginning of Human Society: Paleolithic and Neolithic Ages</b>
<b>Domain: Unit 1</b>	<b>Time Frame: 40-42 days</b>
<p><b>WIDA English Language Development (ELD) Standards:</b>  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><b>New Jersey Student Learning Standards:</b></p> <p>RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.  RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  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.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  W.5.1.B. Provide logically ordered reasons that are supported by facts and details.  W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>A. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). B. Apply grade 6 Reading standards to literary nonfiction  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.</p>	
<p>SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>New Jersey Social Studies Standard:</b>  6.2.8. D.3.e - Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.  6.2.8.D.3.d - Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p>	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>□ Why do we study the past?</li> <li>□ Why should we study other cultures and what does it teach us?</li> <li>□ How does the evaluation of past events help us to make future decisions? How am I connected to those in the past?</li> <li>□ How do archeologists and anthropologists help us study the past?</li> <li>□ What is the importance of using a variety of sources when studying history?</li> <li>□ How do geography, climate, and natural resources affect and influence the way people live?</li> <li>□ What effect do people have on their environment?</li>   <li>□</li>   <li>□</li> </ul>	<ul style="list-style-type: none"> <li>□ We study history to learn about how we lived, where we come from, what makes us who we are today, and to prevent mistakes from recurring. Geography influences needs, culture, opportunities, choices, interests, and skills. 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. Archeology provides historical and scientific explanations for how people lived.</li> <li>□ 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.</li>   <li>□</li> </ul>
Skills	Student Learning Objectives
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Read informational text and discern between the main idea and supporting details.</li> <li>● Explain and classify content-specific information.</li> <li>● Define key vocabulary terms by including definition, part of speech, rating of understanding, synonym, antonym, example sentence, and images.</li> <li>● Enhance own learning through research, planning, and organization utilize technological resources and skills.</li> <li>● Fill in a Venn diagram to compare and contrast information about a topic.</li> <li>● Analyze informational text to determine the main idea and supporting details.</li> <li>● Conduct short research projects.</li> <li>● Write informative/explanatory texts, including the narration of historical events.</li> </ul>	<p><b>Students will know how to:</b></p> <ul style="list-style-type: none"> <li>● Determine the meaning of key words and / or phrases.</li> <li>● Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.</li> <li>● Analyze, brainstorm, develop, compose, revise, and edit informational/explanatory texts.</li> <li>● Develop own writing through proofreading, revision, and editing.</li> <li>● Acquire technological skills to organize, produce, revise, and share writing and /or visual presentations.</li> <li>● Research topics related to unit and compile facts used in presentations.</li> </ul>

Vocabulary		Resources	Assessment/Project
History Prehistory Geography Longitude Latitude Coordinates Equator Prime Meridian Absolute Location Relative Environment Physical Feature Climate Place Region Culture Migration BCE (Before Common Era) CE (Common Era) BC (Before Christ) AD (Anno Domino) Circa Decade	Century Millennium Era Archeology Paleontology Anthropology Artifact Fossil Document Primary Source Secondary Source Point of View Bias Orthodox Jewish Koran Mecca Jerusalem	Flocabulary Digital Resources Newsela Discovery Education BrainPOP Quizizz/Kahoot Quizlet World Maps	<ul style="list-style-type: none"> <li>● Introductory Classmate Project using everyday language, informative/descriptive words, simple sentence frames for asking and answering questions</li> <li>● Initial Reading Inventory</li> <li>● Initial Phonics Inventory</li> <li>● BrainPOP ELL Placement Test</li> <li>● BrainPOP ELL Unit 2: Level 2 Unit</li> <li>● 1: Phrasal Verbs and Pronouns (Demonstrative / Object / Reflexive) in Narration -- BrainPOP ELL Level 2 Unit 2: Future Tense and Modals in Writing Information / Exposition – Lessons 2.1-2.5 Video, Vocabulary, Grammar, Reading Practice, Writing Practice &amp; Quizzes</li> <li>● Role Play/Pairs Practice</li> <li>● Kahoot! - Review Games</li> <li>● Key Vocabulary-Quizlet</li> <li>● Vocabulary &amp; Unit Quizzes</li> <li>● System 44 Software Progress</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>

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

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> <li>• Restructure lesson using UDL principals (<a href="http://www.cast.org/our-work/aboutudl.html#.VXmoXcfD">http://www.cast.org/our-work/aboutudl.html#.VXmoXcfD</a> UA).</li> <li>• Structure lessons around questions that are authentic; relate to students' interests, social/family background and knowledge of their community.</li> <li>• 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).</li> <li>• 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).</li> <li>• 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).</li> <li>• Structure the learning around explaining or solving a social or community-based issue.</li> <li>• Provide extended time for assessments and assignments completed in class</li> <li>• Provide advance notice of written assignments. Encourage students to start assignments early</li> <li>• Make sure student understands what is being asked in a written assignment. Explain words like compare and contrast.</li> <li>• Help student decide on a limited, workable topic for a n assignment</li> <li>• Provide student with a model of what is expected by sharing exemplary pieces of work.</li> <li>• Give all instructions both in writing and verbally.</li> <li>• Allow student to provide oral responses rather than written ones.</li> <li>• Encourage student to pre-read a chapter before reading it.</li> </ul>	<ul style="list-style-type: none"> <li>• Preferential seating away from distractions</li> <li>• Extended time for testing</li> <li>• 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)</li> <li>• 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)</li> <li>• 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)</li> <li>• Providing clear and simple directions for homework and class assignments (repeating directions, posting homework assignments on board, supplementing verbal instructions with visual/written instructions)</li> <li>• Organizational assistance</li> <li>• Extra set of books for student to keep at home</li> <li>• Student choice of tasks and assignments</li> <li>• Two copies of a worksheet, one as draft and other as final copy</li> <li>• Thesaurus</li> <li>• Use symbols on test or worksheet to assist students in following directions (arrows, stop signs, large print)</li> </ul>

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

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



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

<b>Grade: 5</b>	<b>Content: Religions of the World Themes: Hinduism and Buddhism</b>
<b>Domain: Unit 2</b>	<b>Time Frame: 40-43 days</b>
<p><b>WIDA English Language Development (ELD) Standards:</b>  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><b>New Jersey Student Learning Standards:</b></p> <p>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 <i>grade 5 topic or subject area</i>.</p> <p>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</p> <p>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.</p> <p>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</p> <p>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.</p> <p>W.5.1.B. Provide logically ordered reasons that are supported by facts and details.</p> <p>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.</p> <p>SL.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>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>	

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.

**The New Jersey Social Studies Standards:**

6.2.8.D.3.e - Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8.D.3.d - Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>• □ How do people overcome challenges to make their lives better?</li> <li>□ How do various levels of technological advancement affect different cultures?</li> <li>□ How does religion influence societal and political structures?</li> <li>□ How does religion shape the creation of laws?</li> <li>• □ How are religions similar, yet different?</li> <li>□ □ □ How does religion shape people and their way of life?</li> <li>□ □ □ How does a belief system unite people?</li> <li>□ □ How does religion influence society's traditions?</li> <li>□ □ What influence does religion have on order?</li> <li>□ What does religion provide to humans?</li> <li>□ Is religion needed to rule?</li> <li>□ How can point of view create conflict and change?</li> </ul>	<ul style="list-style-type: none"> <li>□ Early humans adapted to their physical environments using resources, evolution, and technological advancements.</li> <li>□ The agricultural revolution led to the beginning of societies including an increase in population, specialization of labor, new forms of social organization, government, and religion.</li> <li>□ Written and unwritten languages impacted human understanding, development of culture, and social structure.</li> <li>□ The rise and spread of new belief systems unifies societies, but they also become a major source of tension and conflict.</li> <li>□ Religion plays a vital role in the development of civilizations, including its government, laws, social structure, and culture. 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.</li> </ul>

Skills	Student Learning Objectives
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Explain how major events are related to one another in time to explain the importance of and conflict between the major world religions.</li> <li>● Select and use various geographic representations to compare information about people, places, and regions, specifically where the major world religions are practiced.</li> <li>● Use maps and other documents to explain the expansion of the major world religions throughout time.</li> <li>● Compare and contrast differing interpretations of current and historical events.</li> <li>● Conduct short research projects.</li> <li>● Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.</li> <li>● Locate, via proper research techniques, and analyze primary and secondary sources for reconstructing the past and understanding historical perspectives.</li> <li>● Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</li> <li>● Work collaboratively to create a digital document that presents information with logical organization.</li> <li>● Create a list of references which were used to perform research and collect data and evidence.</li> <li>● Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation)</li> </ul>	<p><b>Students will know how to:</b></p> <ul style="list-style-type: none"> <li>● Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Hinduism, Islam and Judaism,), their patterns of expansion, and their responses to the current challenges of globalization.</li> <li>● Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</li> <li>● Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. Develop own writing through proofreading, revision, and editing.</li> <li>● Acquire technological skills to organize, produce, revise, and share writing and /or visual presentations.</li> </ul>

Vocabulary		Resources	Assessment/Project
<p>Scripture Prophet Mystical Holy Book Golden Rule Place of Worship</p> <p><b>Hinduism:</b></p> <ul style="list-style-type: none"> <li>● Hinduism</li> <li>● Brahman</li> <li>● Reincarnation</li> <li>● Avatar</li> <li>● Karma</li> <li>● Dharma</li> <li>● Ahimsa</li> </ul>	<p><b>Buddhism:</b></p> <ul style="list-style-type: none"> <li>● Buddhism</li> <li>● Buddha</li> <li>● Nirvana</li> <li>● Meditation</li> <li>● The Four Noble Truths</li> </ul> <p>□ The Eightfold Path</p> <ul style="list-style-type: none"> <li>● monk</li> <li>● Dalai Lama</li> <li>● alms</li> </ul>	<ul style="list-style-type: none"> <li>□ Discovery Education</li> <li>□ Kahoot</li> <li>□ Newsela</li> <li>□ Quizzizz</li> <li>□ Quizlet</li> <li>□ Harvey, Stephanie and Goudvis Anne. Toolkit Texts. Portsmouth, NH. Heinemann, 2007</li> </ul>	<ul style="list-style-type: none"> <li>● Key Vocabulary Quizlets</li> <li>● Labeling Activities</li> <li>● Narrative Writing Piece</li> <li>● Vocabulary/Unit Quizzes</li> <li>● Google Form Reflections</li> <li>● BrainPOP ELL Level 2 Unit 4.1-4.5: Past Progressive &amp; Modals in Narration Video, Vocabulary, Grammar, Reading Practice, Writing Practice &amp; Quizzes</li> <li>● Role Play/Pairs Practice</li> <li>● Narrative Paragraph/Letter Writing Task with Sentence Starters/Frames</li> <li>● System 44 Software Progress</li> </ul>

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

## Differentiated Instruction

### Special Education

- Restructure lesson using UDL principals ([http://www.cast.org/our-work/aboutudl.html#.VXmoXcfD\\_UA](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.

### 504

- 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**

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



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

<b>Grade: 5</b>	<b>Content: Religions of the World</b> <b>Mentor Text: The Butterfly by Patricia Polacco</b> <b>Themes: Judaism &amp; Christianity</b>
<b>Domain: Unit 3</b>	<b>Time Frame: 40-42 days</b>
<p><b>WIDA English Language Development (ELD) Standards:</b>  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><b>New Jersey Student Learning Standards in ELA:</b></p> <p>RH.6-8.1 - Cite specific textual evidence to support analysis of primary and secondary sources.  RH.6-8.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies.  RH.6-8.4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).  RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). RH.6-8.7 - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.  RH.6-8.9 - Analyze the relationship between a primary and secondary source on the same topic.  WHST.6-8.1. - Write arguments focused on discipline-specific content.  WHST.6-8.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  WHST.6-8.4. - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p> <p><b>The New Jersey Social Studies Standards:</b>  6.2.8.D.3.e - Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.  6.2.8.D.3.d - Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p>	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>□ How do people overcome challenges to make their lives better? How do various levels of technological advancement affect different cultures?</li> <li>□ Can friendship blossom under terrible conditions?</li> <li>• □ □ How does religion shape the creation of laws?</li> <li>• □ □ How are religions similar, yet different?</li> <li>• □ How does religion shape people and their way of life?</li> <li>How does a belief system unite people?</li> <li>How does religion influence society's traditions?</li> </ul>	<ul style="list-style-type: none"> <li>• □ □ Friendship helps humans endure tragic circumstances in life. Compare and contrast the tenets of Judaism and Christianity.</li> <li>□ Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</li> <li>• □ Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</li> <li>Develop own writing through proofreading, revision, and editing.</li> <li>Acquire technological skills to organize, produce, revise, and share writing and /or visual presentations.</li> </ul>
Skills	Student Learning Objectives
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain how WWII events are related to one another in time to explain the importance of and conflict between the major world religions.</li> <li>• Select and use various geographic representations to compare information about people, places, and regions, specifically where the major world religions are practiced.</li> <li>• Form mental images, use sensory images, and identify emotional responses when reading drama and narrative text.</li> <li>• Conduct literary analysis through dramatic elements, characterization, plot / theme development, sound, voice, style, and figurative language.</li> <li>• Enhance own learning through research, planning, and</li> </ul>	<p><b>Students will know how to:</b></p> <ul style="list-style-type: none"> <li>• Recognize the characteristics of effective drama and narratives include written dialogue, characterization, point of view, and pacing.</li> <li>• Identify and create examples of dialogue, characterization, point of view, and plot events to form a story.</li> <li>• Form sentences using past, present, and future tenses in expository sentences in target language.</li> <li>• Determine the meaning of key words and / or phrases.</li> <li>• Analyze, brainstorm, develop, compose, revise, and edit an introduction using sentence starters / frames.</li> <li>• Develop own writing through proofreading, revision, and editing.</li> <li>• Acquire technological skills to organize, produce, revise, and share writing and /or visual presentations.</li> </ul>
<p>organization utilize technological resources and skills.</p>	

Vocabulary		Resources	Assessment/Project
<p>Scripture Prophet Mystical Holy Book Golden Rule Place of Worship</p> <p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>● parable</li> <li>● resurrection</li> <li>● apostle</li> <li>● salvation</li> <li>● messiah</li> <li>● disciple</li> <li>● Gospel</li> <li>● epistle</li> <li>● martyr</li> <li>● hierarchy</li> <li>● clergy</li> <li>● doctrine</li> <li>● pope</li> <li>● icon</li> <li>● iconoclast</li> <li>● excommunicate</li> <li>● schism</li> <li>● monastery</li> <li>● Church</li> </ul>	<ul style="list-style-type: none"> <li>● Prophets</li> <li>● Monotheism</li> <li>● Exodus</li> <li>● Covenant</li> </ul> <p><b>Judaism:</b></p> <ul style="list-style-type: none"> <li>● Torah</li> <li>● Commandment</li> <li>● Psalm</li> <li>● Exile</li> <li>● Proverb</li> <li>● Synagogue</li> <li>● Sabbath</li> <li>● Scroll</li> <li>● Kosher</li> <li>● Diaspora</li> <li>● Rabbi</li> <li>● Bible</li> <li>● Old Testament</li> <li>● New Testament</li> </ul>	<p><b>Mentor Text:</b> The Butterfly by Patricia Polacco</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• Kahoot</li> <li>• Newsela</li> <li>• Quizzizz</li> <li>• Quizlet</li> <li>• Harvey, Stephanie and Goudvis Anne. Toolkit Texts. Portsmouth, NH. Heinemann, 2007</li> </ul>	<ul style="list-style-type: none"> <li>• □ □ □ Author Timeline Key Vocabulary Quizlet(s) Kahoot! -Review Game(s)</li> <li>□ Google Docs / Slides Chapter Analysis Reader Response</li> <li>• □ Notes Google Forms Reflection(s) and / or Do Nows BrainPOP ELL Level 2 Units 5 &amp; 6 Lessons 5.1-6.5: Review of Tenses &amp; Modals (Past / Present / Future) in Information / Exposition &amp; Comparatives, Superlatives, Adjectives, and Word Order in</li> <li>• □ Compare &amp; Contrast Video, Vocabulary, Grammar, Reading Practice, Writing Practice &amp; Quizzes</li> <li>□ Role Play Play Script / Cartoon Project for a One Scene Play Related NEWSLA Article Quiz(zes) &amp; Writing Task(s)</li> </ul>

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

## Differentiated Instruction

### Special Education

- Restructure lesson using UDL principals ([http://www.cast.org/our-work/aboutudl.html#.VXmoXcfD\\_UA](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.

### 504

- 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**

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

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



<b>Grade: 5</b>	<b>Content: Religions of the World</b> <b>Mentor Text: The Breadwinner by Deborah Ellis</b> <b>Themes: Islam</b>
<b>Domain: Unit 4</b>	<b>Time Frame: 40-43 days</b>
<p><b>WIDA English Language Development (ELD) Standards:</b></p> <p>Standard 1: Social and Instructional Language: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p>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.</p> <p>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><b>New Jersey Student Learning Standards:</b></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>.</p> <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>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</p> <p>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.</p> <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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</p> <p>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.</p> <p>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.</p> <p>SL.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>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</p>	
<p>organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><u>SL.5.5.</u> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p><u>SL.5.6</u> - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p><b>The New Jersey Social Studies Standards:</b></p>	
<p>6.2.8.D.3.e - Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p> <p>6.2.8.D.3.d - Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p>	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>• □</li> <li>□ What is quality of life?</li> <li>□ What does freedom mean as a child? As an adult?</li> <li>• □ How can we learn to appreciate and respect cultures other than our own?</li> <li>□ □ □ □ How does religion influence societal and political structures?</li> <li>□ □ How does religion shape the creation of laws?</li> <li>□ How are religions similar, yet different?</li> <li>□ How does religion shape people and their way of life?</li> <li>□ How does a belief system unite people?</li> <li>□ How does religion influence society's traditions?</li> <li>□ What influence does religion have on order?</li> <li>□ What does religion provide to humans?</li> <li>□ How does religion affect progress?</li> </ul>	<ul style="list-style-type: none"> <li>□ War and conflict can impact our daily lives.</li> <li>□ Survival can lead humans to do things they never thought they would do.</li> <li>□ Early humans adapted to their physical environments using resources, evolution, and technological advancements.</li> <li>□ The agricultural revolution led to the beginning of societies including an increase in population, specialization of labor, new forms of social organization, government, and religion.</li> <li>□ Written and unwritten languages impacted human understanding, development of culture, and social structure.</li> <li>□ The rise and spread of new belief systems unifies societies, but they also become a major source of tension and conflict.</li> <li>□ Religion plays a vital role in the development of civilizations, including its government, laws, social structure, and culture. 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.</li> </ul>

Skills	Student Learning Objectives
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Select and use various geographic representations to compare information about people, places, and regions, specifically where the major world religions are practiced.</li> <li>• Support ideas with evidence from text(s).</li> <li>• Read fiction through the analysis of development in setting, character, conflict, solution, and / or theme.</li> <li>• Identify and express conflicts and resolutions before, during, or after reading non-fiction. Form mental images, use sensory images, and identify emotional responses when reading drama and narrative text.</li> <li>• Conduct literary analysis through dramatic elements, characterization, plot / theme development, sound, voice, style, and figurative language.</li> <li>• Enhance own learning through research, planning, and organization utilize technological resources and skills.</li> </ul>	<p><b>Students will know how to:</b></p> <ul style="list-style-type: none"> <li>● Recognize the characteristics of effective drama and narratives include written dialogue, characterization, point of view, and pacing.</li> <li>● Identify and create examples of dialogue, characterization, point of view, and plot events to form a story.</li> <li>● Form sentences using past, present, and future tenses in expository sentences in target language.</li> <li>● Determine the meaning of key words and / or phrases.</li> <li>● Analyze, brainstorm, develop, compose, revise, and edit an introduction using sentence starters / frames.</li> <li>● Develop own writing through proofreading, revision, and editing.</li> <li>● Acquire technological skills to organize, produce, revise, and share writing and /or visual presentations.</li> </ul>

Vocabulary	Resources	Assessment/Project
<p><b>Islam:</b></p> <p>Islam  Muslim  oasis  sheikh  caravan  Quran  Mosque  shari’ah  caliph  Sunni  Shia  sultan  Chador  Taliban  Forbid  Hawk  Decree  Burqa  Toshak  Looter  Shalwar kameez  Nan  Landmine  Veil  Turban</p>	<p><b><u>Mentor Text:</u></b>  The Breadwinner by Deborah Ellis</p> <ul style="list-style-type: none"> <li>• Discovery Education</li> <li>• Kahoot</li> <li>• Newsela</li> <li>• Quizzizz</li> <li>• Quizlet</li> <li>• Harvey, Stephanie and Goudvis Anne. Toolkit  Texts. Portsmouth, NH. Heinemann, 2007</li> <li>• Film, The Breadwinner</li> </ul>	<ul style="list-style-type: none"> <li>• ☐ ☐ Key Vocabulary Quizlet(s)  Kahoot! -Review Game(s)</li> <li>• ☐ Google Docs / Slides Chapter Analysis Reader  Response  Notes  Google Forms Reflection(s) and / or Do Nows  BrainPOP ELL Level 2 Units 5 &amp; 6 Lessons 5.1-6.5:  Review of Tenses &amp; Modals (Past / Present / Future)  in</li> <li>• ☐ Information / Exposition &amp; Comparatives,  Superlatives,  Adjectives, and Word Order in Compare &amp; Contrast  Video, Vocabulary, Grammar, Reading Practice,  Writing  Practice &amp; Quizzes  Role Play  Related NEWSELA Article</li> </ul>

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted & Talented	<u>Social Studies:</u>
<ul style="list-style-type: none"> <li>● Determine literacy and second language learning levels and groupings and / or pairings for each student by analyzing Reading &amp; Phonics Inventory scores, BrainPOP ELL Placement Test Scores, and / or other preassessment data</li> <li>● Modified, adapted, chunked text, chrome extensions, audio books support, visual support</li> <li>● Key vocabulary definitions</li> <li>● Simplified/reinforced directions, expectations, and tasks</li> <li>● Collaborative grouping</li> <li>● Adjust lesson activities and or pacing learner interest, style and or readiness</li> <li>● Graphic organizers &amp; rubrics</li> <li>● Shorter/modified tests &amp; tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Determine literacy and second language learning levels and groupings and / or pairings for each student by analyzing Reading &amp; Phonics Inventory scores, BrainPOP ELL Placement Test Scores, and / or other pre-assessment data</li> <li>● Focus on vocabulary and or style of writing</li> <li>● Extension activities</li> <li>● Allow student choice</li> <li>● Flexible groups and or pairs</li> <li>● Varied activities</li> <li>● High level thinking skills applied to content</li> <li>● Incorporate real-world problemsolving tasks</li> <li>● Modify according to students' individual needs and situations</li> </ul>	<p>Research Afghanistan history and culture. The rise of Taliban and how it is evident in the life of characters in The Breadwinner.</p>

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> <li>• Restructure lesson using UDL principals (<a href="http://www.cast.org/our-work/aboutudl.html#.VXmoXcfD_UA">http://www.cast.org/our-work/aboutudl.html#.VXmoXcfD_UA</a>).</li> <li>• Structure lessons around questions that are authentic; relate to students' interests, social/family background and knowledge of their community.</li> <li>• 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).</li> <li>• 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).</li> <li>• 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).</li> <li>• Structure the learning around explaining or solving a social or community-based issue.</li> <li>• Provide extended time for assessments and assignments completed in class</li> <li>• Provide advance notice of written assignments. Encourage students to start assignments early</li> <li>• Make sure student understands what is being asked in a written assignment. Explain words like compare and contrast.</li> <li>• Help student decide on a limited, workable topic for a n assignment</li> <li>• Provide student with a model of what is expected by sharing exemplary pieces of work.</li> <li>• Give all instructions both in writing and verbally.</li> <li>• Allow student to provide oral responses rather than written ones.</li> <li>• Encourage student to pre-read a chapter before reading it.</li> </ul>	<ul style="list-style-type: none"> <li>• Preferential seating away from distractions</li> <li>• Extended time for testing</li> <li>• 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)</li> <li>• 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)</li> <li>• 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)</li> <li>• Providing clear and simple directions for homework and class assignments (repeating directions, posting homework assignments on board, supplementing verbal instructions with visual/written instructions)</li> <li>• Organizational assistance</li> <li>• Extra set of books for student to keep at home</li> <li>• Student choice of tasks and assignments</li> <li>• Two copies of a worksheet, one as draft and other as final copy</li> <li>• Thesaurus</li> <li>• Use symbols on test or worksheet to assist students in following directions (arrows, stop signs, large print)</li> </ul>

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

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

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