

English Language Learners

6-8th gr./ELL

BOARD APPROVAL DATE:

BOARD ADOPTION OF STATE STANDARDS:

Unit Overviews (Standards Coverage)

Unit 5	Standards	Unit Focus	Skills Overview	Suggested Pacing
Guided Reading Unit	<p>6th Grade:</p> <p>Anchor Standards for Reading Key Ideas and Details</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the</p>	<p>Students will build literacy skills using the workshop model and guided reading books.</p> <p>Students will be leveled using the F&P assessment.</p>	<p>Analyze dialogue</p> <p>Words parts (prefix, suffix, root words)</p> <p>Build fluency</p> <p>Enrich vocabulary</p> <p>Make Predictions</p> <p>Character development</p> <p>Connecting Characters to the plot</p> <p>Identify the Conflict</p> <p>Understand nuances of specific genres for comparison</p> <p>Characterization/using textual evidence</p> <p>Infer the theme</p> <p>Writing about reading and inferring character</p>	<p>Ongoing throughout the year</p> <p>Each text will be addressed for one week.</p>

reasoning as well as the relevance and sufficiency of the evidence.

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

7th Grade

Anchor Standards for Reading

Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

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

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

8th Grade

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences

and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

	<p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>			
Unit 1	<p>ELP Standard 1 English Language Learners (ELLs) communicate for Social and Instructional purposes within the school setting.</p> <p>ELP Standard 2 ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELP Standard 5 ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p> <p>Language Domains Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing</p> <p>ELA Anchor Reading NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>Language of SS/Holocaust Content</p> <p>8th Grade History</p> <p>Holocaust</p> <p>Anne Frank</p>	<p>Vocabulary</p> <p>Critical thinking</p> <p>Sequence</p>	15 Days

	<p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Anchor Writing NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Technology 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</p>			
Unit 2	<p>7th Grade Water is Life (Water Cycle) Exemplar https://www.nj.gov/education/bilingual/resources/curriculum/glc-68-water.pdf</p> <p>ELP Standard 1 English language learners communicate for Social and Instructional purposes within the school setting.</p> <p>ELP Standard 2 English language learners communicate for information, ideas, and concepts necessary for academic success in the content area of Language Arts</p>	<p>Language of Science</p> <p>Model the Water Cycle</p> <p>Describe the levels of</p> <p>Explain the effects of pollution</p> <p>Discuss the importance of drinking water throughout the world</p>	<p>Key vocabulary</p> <p>Reading Maps</p> <p>Critical Thinking</p> <p>State how water is vital to all life</p>	15 Days

ELP Standard 4 English language learners communicate for information, ideas, and concepts necessary for academic success in the content area of Science

ELP Standard 5 English language learners communicate for information, ideas, and concepts necessary for academic success in the content area of Social Studies
Language Domains
 Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing

MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. [Clarification Statement: Emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.]

MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.* [Clarification Statement: Examples of ecosystem services could include water purification, nutrient recycling, and prevention of soil erosion. Examples of design solution constraints could include scientific, economic, and social considerations.]

Unit 3	<p>6th Grade Model Curr. Exemplar Transformations in people’s lives and the world around us https://www.state.nj.us/education/modelcurriculum/ela/exemplars/6.pdf</p> <p>Standard 1: English language learners communicate for Social and Instructional purposes within the school setting. Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. 4 NJ ELA/ESL Curriculum Exemplar Aligned to the CCSS and 2012 WIDA Standards Lessons Title</p> <p>Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Math.</p> <p>Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p> <p>Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies</p>	<p>Multidisciplinary lesson focusing on</p> <p>Listening, speaking, reading, and writing about the Transformation in people’s lives and the world around us require specific academic language. •Listening requires giving deliberate attention to speakers in order to build on their ideas and respond to their questions. •Speaking requires the ability to present information in a logical manner, pose questions, and challenge listeners. •Reading text requires the ability to analyze text by citing the relevant information and summarizing key points and details. •Writing summaries requires organization, correct spelling, grammar, and punctuation, as well as an understanding of the text.</p>	<p>Key Vocabulary</p> <p>Reading Various texts</p> <p>Construct an opinion</p>	15 Days
Unit 4	<p>ESL/STEAM 6-8/Problem based Resource for Diff:https://www.smartbrief.com/original/2019/07/5-ways-make-pbl-work-ell https://www.hightechhigh.org/htmnc/project/american-life-immigration-project/</p> <p>History 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p> <p>6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to</p>	<p>This cross-curricular humanities/art project aims to engage students in exploring the human face of immigration. Through, literature circle reading, students will better understand the challenges that immigrants face and their perspectives on life in the United States. Students will learn about the history of</p>		6 to 8 weeks

	<p>understand how conflicting points of view are addressed in a democratic society.</p> <p>6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.</p> <p>6.3.12.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</p> <p>ELA Anchor Reading NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Anchor Writing NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Technology 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information</p>	<p>various immigrant groups and explore how immigration influences our local community. Students worked in groups to create an immigration podcast to share information and perspectives on a chosen immigration theme (e.g., The American Dream, 2nd generation immigrants, economic opportunity). Students had an individual role within the group and researched their chosen topic. These roles included a narrator, field reporter, literary expert, and interviewer.</p>		
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in order to solve problems individually and collaborate and to create and communicate knowledge

WIDA Standards

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting. Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. 4 NJ ELA/ESL Curriculum Exemplar Aligned to the CCSS and 2012 WIDA Standards Lessons Title

Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Math.

Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science

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

This document outlines in detail the answers to following four questions:

- 1. What do we want our students to know?**
- 2. How do we know if they learned it?**
- 3. What do we do if they did not learn it?**
- 4. What do we do when they did learn it?**

Unit 1 CONTENT GRADE/COURSE

Content & Practice Standards (write in full)

Interdisciplinary Standards

Critical Knowledge & Skills

<p>ELP Standard 1 English Language Learners (ELLs) communicate for Social and Instructional purposes within the school setting.</p> <p>ELP Standard 2 ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELP Standard 5 ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p> <p>Language Domains Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing</p>	<p>ELA and History Standards</p> <ul style="list-style-type: none"> • NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p> <p>6.1.12.D.11.e Explain how World War II and the Holocaust led to the creation of</p>	<p>Vocabulary</p> <p>Gain an understanding of the characters point of view from reading the play and first person accounts.</p> <p>Demonstrate the ability to summarize events</p> <p>Know how to read a time and summarize events in chronological order.</p> <p>Share knowledge</p>
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	international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.	
Unit 1 CONTENT GRADE/COURSE		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	
US History II, Holocaust Studies: “The Impact of World Conflict on Human Interaction”, students will understand, synthesize, analyze and evaluate the events related to World War II and the Holocaust. Through a series of scaffolded learning activities, students will strengthen their linguistic complexity, vocabulary usage and language control necessary to demonstrate mastery about the Holocaust.	Diary of Anne Frank Play https://iblog.dearbornschools.org/issa/wp-content/uploads/sites/1187/2014/12/The-Diary-of-Anne-Frank-Full-Text-1.pdf Zlata’s Diary excerpts https://www.somersschools.org/site/handlers/filedownload.ashx?moduleinstanceid=34438&dataid=20402&FileName=Bosnia%20Zlatas%20diary.pdf KWL Chart	
UNDERSTANDINGS		
Enduring Understandings: Students will understand that... Historical events and their impact on natural resources, social interactions, emigration, and technology require that one is able to convey ideas effectively using the English language. The events of the past have enduring ramifications. When societies do not maintain balance between individual freedoms and the society as a whole, conflict and suffering are inevitable.		
Essential Questions: What is equality? Why is it important to celebrate cultural differences? What happens when governments fail to represent all members of society?		

Students will know...	Students will be able to...
<p><i>What content will be covered that students must master?</i></p> <ul style="list-style-type: none"> • <i>Historical events related to Nazi expansion in Europe</i> • <i>Understanding who the people were who lived with Anne Frank</i> • <i>Definition of genocide and the holocaust in both the 1940s and 1990s in Europe.</i> 	<p><i>What should students be able to accomplish to demonstrate understanding?</i></p> <ul style="list-style-type: none"> • <i>Students will be able to complete a timeline of events</i> • <i>Students will identify the characters central to Anne Frank's life</i> • <i>Students will read the play Anne Frank</i> • <i>Students will read excerpts from Zlata's Diary</i> • <i>Students will discuss the similarities between Zlata and Anne</i> • <i>Students will compare and contrast the lives and struggle for survival of Anne Frank and Zlata Filipovic.</i>
Stage 2 – Assessment Evidence	
<p>Performance Tasks:</p> <p><i>What projects, hands-on lessons, use of manipulatives, active participation in new situations, etc. will reveal evidence of meaning-making and transfer (true understanding)</i></p> <p><i>Copy of the Anne Frank Play</i> <i>Excerpts of Anne Frank and Zlata's Diary</i> <i>Character graphic organizer</i> https://www.literacyleader.com/sites/default/files/Character%20Graphic%20Organizers.pdf <i>Create a Powerpoint writing from the POV of a different character</i> <i>Discuss the daily lives of Anne and Zlata.</i> <i>How are they alike and how are they different.</i></p> <p><i>How will students demonstrate their understanding (meaning-making and transfer) through complex performance?</i></p> <p>Assessments of each scene</p> <p>Presenting character graphic organizer (scored using WIDA Speaking Rubric)</p>	<p>Other Evidence (Alternate Assessments):</p> <p><i>What other means of assessment will be used throughout this unit?</i></p> <p><i>Kahoot test (student made)</i> <i>Journal entries</i> <i>turn and talk</i> <i>think-pair-share observations</i></p> <p><i>Quizlet test Act 1</i> https://quizlet.com/117384503/diary-of-anne-frank-act-1-scenes-1-5-flash-cards/</p> <p><i>Quizlet test Act 2</i> https://quizlet.com/193730219/the-diary-of-anne-frank-act-2-scenes-1-5-flash-cards/</p> <p><i>Portfolio/Journal</i></p> <p><i>Teacher Made Questions to guide the reading</i></p> <p>Create a Venn Diagram comparing the 2 time period and or the lives of Ann and Zlata.</p>

Stage 3 – Learning Plan

Students will have an opportunity to use an authentic series of historical documents, graphs, historical and research websites, excerpts from sociological studies of historical events, authentic testimony, and realia. In addition, the Managing for Equality and Equity in Education code (N.J.A.C. 6A:7) requires that districts address Holocaust studies.

•Where is the work headed? Why is it headed there? What are the student's final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)

The work will begin with students completing a KWL and discuss prior knowledge from pictures in the textbook. From there students will be assigned roles for the play Anne Frank.

As the play is read students will answer questions and fill in a timeline.

• Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.

Students will be hooked using a virtual tour of Anne Frank's house and a concentration camp.

<https://www.annefrank.org/en/anne-frank/secret-annex/>

• Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.

• Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.

[Copy of the Anne Frank Play](#)

[Excerpts of Anne Frank and Zlata's Diary](#)

[Character graphic organizer](#)

<https://www.literacyleader.com/sites/default/files/Character%20Graphic%20Organizers.pdf>

[Create a Powerpoint writing from the POV of a different character](#)

What pre-assessments will you use to check student's prior knowledge, skill levels, and potential misconceptions?

Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?

Does the learning plan reflect principles of learning and best practices?

Is there tight alignment with Stages 1 and 2?

Is the plan likely to be engaging and effective for all students?

PROGRESS MONITORING

How will you monitor students' progress toward acquisition, meaning-making, and transfer, during lesson events?

What are potential rough spots and student misunderstandings?

How will students get the feedback they need?

What supports are needed for students to be successful? Re-teach, small group instruction, etc.

This section should have your classroom activities for the 15 days of the unit.

This section should have descriptions of the learning activities that you will use in class to lead the students toward the assessments (mentioned in Stage 2)

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

- *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*
- *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*
- *Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

Gifted & Talented:

Curriculum Compacted with extension activities

Students will read first person accounts <https://www.ushmm.org/remember/holocaust-reflections-testimonies>

Create a presentation of the person they selected

The Boy in the Striped Pajamas (book)

<https://www.beasleyac.org/ourpages/auto/2011/9/7/53584980/The%20Boy%20in%20the%20Striped%20Pajamas.pdf>

Graphic Novel Maus

Tier I:

Tier 1- address students who need alternative instruction/advanced/GT activities etc. above the general curriculum.

Pre-assessment: <https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf>

Can Do Descriptors

<https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-6-8.pdf>

Listening

- **Provide focus questions prior to beginning lessons**
- **Include cooperative, interactive learning activities**
- **Implement student-centered interactive instruction**

Reading

“Front load” by tapping into students’ prior knowledge and providing first-hand experience with the new idea

- **Preview in native language if possible**
- **Use graphic organizers**
- **Provide reading material at all levels related to topic of study**
- **Utilize read alouds**
- **Utilize language experience**

Writing

Allow extra time to give students the opportunity to process information

- **Ask students to paraphrase information**
- **Have students cluster vocabulary related to a topic**

Tier II:

Tier 2 - What will you provide or do for those students who need some support to achieve the skill/concept at mastery level?

Small group instruction, Adapted reader from Houghton Mifflin

Scholastic Holocaust

<https://classroommagazines.scholastic.com/support/holocaust-teacher.html>

<https://www.scholastic.com/teachers/collections/teaching-content/holocaust-collection-teaching-resources/>

Tier III:

Tier 3 - How will you reteach the lesson for the student(s) who are not understanding the lesson/skill/concept to achieve mastery?

modified reading material from NewsELA and or Scholastic.

Video and Quiz from Brain Pop

<https://www.brainpop.com/socialstudies/worldhistory/holocaust/>

<https://www.brainpop.com/socialstudies/ushistory/worldwarII/>

<https://www.brainpop.com/english/famousauthorsandbooks/annefrank/>

ELL: Entire document is for ELLs.

504s:

Modified reading assignments

Graphic organizer

Writing frames

SPED:

Based on IEP Goals and objectives

adapted reader from Pearson

Assessments and all material read aloud or give auditorily

Modified assessments with less answer choices

Opportunities to submit answers orally on Flip Grid.

7th Grade Water is Life (Water Cycle)

This document outlines in detail the answers to the following four questions:

- 1. What do we want our students to know?**
- 2. How do we know if they learned it?**
- 3. What do we do if they did not learn it?**
- 4. What do we do when they did learn it?**

Unit 2 CONTENT GRADE 6-8 Water is Life		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<p>https://www.nj.gov/education/bilingual/resources/curriculum/glc-68-water.pdf</p> <ul style="list-style-type: none"> • ELP Standard 1 English language learners communicate for Social and Instructional purposes within the school setting. • ELP Standard 2 English language learners communicate for information, ideas, and concepts • ELP Standard 4 English language learners communicate for information, ideas, and concepts • ELP Standard 5 English language learners communicate for information, ideas, and concepts 	<ul style="list-style-type: none"> • MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. [Clarification Statement: Emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.] • MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.* [Clarification Statement: Examples of ecosystem services could include water purification, nutrient recycling, and prevention of soil erosion. Examples of design solution constraints could include scientific, economic, and social considerations.] 	<ul style="list-style-type: none"> • Describe and model water pollution from run off <p>Speaking • Identify and /or hypothesize problems caused by water pollution and scarcity. • Describe inventions used to counter water pollution and scarcity. Explain how they work.</p> <p>Reading and Speaking • Read about and discuss inventions used to address water pollution and scarcity</p> <p>Speaking and Writing • List, name and discuss places and activities in everyday life where water is used. • Compare and contrast orally and in writing their lives with those of children in the developing world. • Compare, contrast and critique, orally and in writing, three inventions used to counter water pollution and scarcity. • Persuade peers through oral and written presentations.</p>
Unit 2 CONTENT GRADE/6-8 Water is Life		
Stage 1 – Desired Results		
UNIT SUMMARY		CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)

Brief 2-4 sentence description of unit purpose, what is covered, and what students will understand at the conclusion of the unit.

7th Grade Water is Life (Water Cycle)

This unit is designed to emphasize the importance of water locally and globally to sustaining life. Through a series of scaffolded learning activities, students will strengthen their listening, speaking, reading and writing skills. As they do, students will be able to discuss how water becomes polluted and communicate the steps that can be taken to protect this natural resource. Students will learn how technology, innovation and international cooperation can be used to counter these problems.

Warm-up: Students: Respond to questions aloud or in writing with a partner- Think about all the things you enjoy doing outside. (The instructor should use visuals for support).

Key vocabulary: pollute/pollution/pollutants, evidence, chemicals, pesticides, preserve, purify, liquid, harm Key language structures: Pollution is a problem because _____.

Some forms of pollution are _____.

Images

Maps

Graphic organizers

Water cycle stages manipulatives

UNDERSTANDINGS

Students will understand that...

Unit Essential Question

1. What language do students need in order to demonstrate comprehension and engage in the topic of “water is life?”

Unit Enduring Understandings

1. Listening, speaking, reading and writing about “water is life” require specific academic language.
2. Lack of access to potable water is related to extreme poverty and global inequality.
3. Science and technology can be used to confront problems related to extreme poverty and diminishing natural resources

Students will know...	Students will be able to...
<p><i>What content will be covered that students must master?</i></p> <ul style="list-style-type: none"> • Water is necessary to sustaining life on the planet • As natural resources diminish, more and more people are without ready access to potable water. • By exploring solutions, students will have the opportunities to listen, speak, read and write about this challenge. • Students will learn how innovation and international cooperation can confront these problems. 	<p><i>What should students be able to accomplish to demonstrate understanding?</i></p> <ul style="list-style-type: none"> • <i>Unit Learning Targets: Students will summarize and draw conclusions about how a machine or tool is used or created to address the lack of access to water</i>
Stage 2 – Assessment Evidence	
<p>Performance Tasks:</p> <p><i>What projects, hands-on lessons, use of manipulatives, active participation in new situations, etc. will reveal evidence of meaning-making and transfer (true understanding)?</i></p> <p><i>How will students demonstrate their understanding (meaning-making and transfer) through complex performance?</i></p> <p><i>Students will complete performance tasks and create a presentation. They will also read excerpts from the book “A long walk to water” and summarize how access to water varies in many countries.</i></p> <p><i>Formative Assessments</i></p> <p>Warm-up response</p> <ul style="list-style-type: none"> • Graphic organizers • Create a flow chart • Types of pollutions worksheet • Illustrations • Homework --- 	<p>Other Evidence (Alternate Assessments):</p> <p><i>What other means of assessment will be used throughout this unit?</i></p> <p>Formative • Warm-up responses • Graphic organizers • Create a flow chart • Types of pollutions worksheet • Illustrations</p> <ul style="list-style-type: none"> • <i>Summative Assessment: Student will create a presentation of target inventions used to counter water scarcity problems.</i> • <i>Create projects that involve an oral presentation, as well as visual /print support created by students which may include pamphlets, posters, or Power Point presentation according to ability and proficiency level.</i>
Stage 3 – Learning Plan	
<ul style="list-style-type: none"> • <i>Where is the work headed? Why is it headed there? What are the student’s final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)</i> <p><i>Students will generate their own research questions as they are immersed in the material</i></p> <ul style="list-style-type: none"> • <i>Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.</i> <p><i>Videos and images will be used. Students will watch clips from a plastic ocean or smog of the sea.</i></p>	

• *Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.*

Students will watch how water is access and wells are dug.

Students will fill in a map showing where there are water shortages

• *Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.*

- *Learning will be sequential and build on prior knowledge.*
- *Students will engage in self study.*

What pre-assessments will you use to check student's prior knowledge, skill levels, and potential misconceptions?

Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?

Does the learning plan reflect principles of learning and best practices?

Is there tight alignment with Stages 1 and 2?

Is the plan likely to be engaging and effective for all students?

- *KWL chart and graphic organizer*
- *Answer questions As Long Walk to Water is read.*
- *Use materials to research*

PROGRESS MONITORING

How will you monitor students' progress toward acquisition, meaning-making, and transfer, during lesson events?

- *Informal assessments*
- *Collection of materials*
- *Student generated questions*

What are potential rough spots and student misunderstandings?

How does water get polluted, why do people not take care of it.

How will students get the feedback they need?

- *Interactive journals*
- *Discussions*
- *Kahoot quiz immediate feedback*

What supports are needed for students to be successful? Re-teach, small group instruction, etc.

Videos, teacher models scaffolds, oral and visually presented materials.

Lesson Sequence: 1. Teacher: Introduce pictures of lakes, rivers, streams, and various types of pollutants. 2. Students: Orally identify the key vocabulary and how to affixes and root words to generate word families. 3. Teacher: Write the word(s) on the board (use a sentence strip to illustrate the definition and/or picture.) 4. Students: Complete graphic organizer to label the illustrations and to sort and classify pollutants. 5. Teacher: Ask

students to read the following; Pollution in our oceans, lakes, rivers and streams is a very serious problem. Pollution is when we add things to the ground, the air, or the water that will make it dirty or will bring harm to the life in and around it. People often dump (throw in) liquids into oceans, lakes, rivers and streams. Some of these liquids will mix with water; others will not. Think about what would happen if the lake you swim in gets polluted? 6. Teacher: Ask students to talk to a partner about why this is a problem? Write a sentence together about the problem. 7. Students: Complete a flow-chart to transfer information from the reading passage about cause and effect related to the topic of water pollution. 8. Students: Create a poster with a partner about water pollution, such as “Some causes of water pollution.” Closure: Students: Read one of the causes from their posters. Expansion/Extension: Students: Brainstorm ways to reduce water pollution.

This is where you put the 6 days’ worth of learning activities.

Day 1/2 Aquatic Ecosystems Explained <https://www.marine.usf.edu/pjocean/packets/f00/nwq1.pdf>

Day 3/4 Pollution Sources <https://www.marine.usf.edu/pjocean/packets/f00/nwq2.pdf>

Day 5/6 Pollution Solutions <https://www.marine.usf.edu/pjocean/packets/f00/nwq3.pdf>

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

- *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*
- *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*
- *Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

Gifted & Talented: Read long water independently
Complete compacted lesson on nitrogen cycle and how it affects water

Tier I: Complete No Surprises in your Water www.edhelper.com

1. a captioned poster4. a multimedia presentation.

Tier II: complete a paragraph description 3. a pamphlet promoting the invention

**Tier III:Students can use L1 to discuss the causes of pollution. Students will label the illustrations in graphic organizer.
watch Brain pop on water pollution and complete the quiz.**

ELL:ELP Level 1: Students can use L1 to discuss the causes of pollution. Students will label the illustrations in graphic organizer.

ELP Level 2: Students may code-switch when discussing causes. Student will write a sentence to describe the picture in the graphic organizer activity.

504s: describe the causes of pollution by labeling illustrations in graphic organizer.

Follow the 504 plan (directions read aloud, teacher made models).

Modified reading assignments

Graphic organizer

Writing frames

SPED:ELP Completed a scaffolded graphic organizer

Oral responses

Brain pop videos and quizzes read aloud.

Play away for Long Walk to Water

7th Grade Water is Life (Water Cycle) Exemplar

This document outlines in detail the answers to following four questions:

- 1. What do we want our students to know?**
- 2. How do we know if they learned it?**
- 3. What do we do if they did not learn it?**
- 4. What do we do when they did learn it?**

Unit 3 6th Grade MP1 Unit 1- Transformations in people's lives and the world around us		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<p>Unit 3 https://www.state.nj.us/education/modelcurriculum/ela/exemplars/6.pdf</p> <p>Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p>Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p>Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Math.</p> <p>Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p> <p>Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies</p>	<p>w6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>w6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>w6.8 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.</p> <p>w6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>RL6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL6.2 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.</p> <p>RL6.4 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</p>	<ul style="list-style-type: none"> • Theme Questions: Does transformation/change affect people's lives? How? Does transformation/change affect the world around us? How? Do we become how others see us? Is change always good? What conditions affect transformations? • What language do students need in order to demonstrate comprehension and engage in the topic of Transformation in people's lives and the world around us? • What reading skills are necessary to analyze and evaluate informational and narrative text? • What reading and writing skills are necessary to summarize an informational text? Enduring Understandings • Listening, speaking, reading, and writing about the Transformation in people's lives and the world around us require specific academic language. • Listening requires giving deliberate attention to speakers in order to build on their ideas and respond to their questions. • Speaking requires the ability to present information in a logical manner, pose questions, and challenge listeners. • Reading text requires the ability to analyze text by citing the relevant information and summarizing key points and details.

	<p>RI.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>• Writing summaries requires organization, correct spelling, grammar, and punctuation, as well as an understanding of the text</p>
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Unit 3 CONTENT GRADE/COURSE**Stage 1 – Desired Results**

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p><i>Brief 2-4 sentence description of unit purpose, what is covered, and what students will understand at the conclusion of the unit.</i></p> <p>This unit includes fiction and nonfiction selections that explore transformation in people's lives and the world around us. It discusses what happens to people, plants, and animals as they grow and change. Students will read about growing up in three ancient cultures and will learn interesting facts about plant and animal growth. They will read a novel excerpt about conflicts within families and lessons family members teach one another. Students learn reading strategies such as previewing and visualizing. Students will demonstrate their understanding of the readings by completing listening, speaking, reading and writing activities related to the theme of this unit. As a project to practice listening and speaking skills, students will choose a topic about change in people's lives and give a team presentation describing that topic. Furthermore, students will practice narrative and descriptive writing. Students will conclude the unit by creating a superhero</p>	<p>Preparing the Learner: Activate Prior Knowledge Some plants and animals are very small when they are fully grown. Others are very big. Have the students make a list of animals that are very small when they are fully grown. What are the largest animals that they could name? What are the tallest plants? Students will respond and a class discussion will be held. Use visuals of plants and animals. (open resource: http://animalia.bio/)</p> <p>Building Background: Have students complete a KWL chart and ask the students to brainstorm some interesting animal facts they know. Have them place them in the K column. Have them fill in the W column with facts about animals they want to know. Discuss with students how and where they can go to check their facts. After reading the informational article, students can fill out the L column. Introduce key vocabulary using Kinsella model (KWL interactive creator http://www.readwritethink.org/classroom-resources/student-interactives/creator-30846.html)</p> <p>In mixed level groups, Using Keystone Book A Unit 1 read the article about Amazing Growth Facts. Have the students read along as they listen to the recording of the text. Students should mark or annotate the text as they answer the questions. Circle words and parts that they still do</p>

for solving a current 21st century global issue and producing a movie trailer or comic strip on the adventures of the superhero.

not understand. Debrief as a whole group the words and sections that they do not understand. Everything transforms as it grows. As the students read the article, have them look for some specific ways that plants and animals change as they grow. After reading text, ask: What do you think your life would be like sixty-five years from now? For additional practice, go to <http://zunal.com/process.php?w=188366> and follow the directions at the website. Answer the questions on the following worksheet. <http://zunal.com/evaluation.php?w=188366>

UNDERSTANDINGS

Students will understand that...

Enduring Understandings

- Listening, speaking, reading, and writing about the Transformation in people's lives and the world around us require specific academic language. • Listening requires giving deliberate attention to speakers in order to build on their ideas and respond to their questions.
- Speaking requires the ability to present information in a logical manner, pose questions, and challenge listeners.
- Reading text requires the ability to analyze text by citing the relevant information and summarizing key points and details.
- Writing summaries requires organization, correct spelling, grammar, and punctuation, as well as an understanding of the text

Essential Questions:

What language do students need in order to demonstrate comprehension and engage in the topic of Transformation in people's lives and the world around us?

- What reading skills are necessary to analyze and evaluate informational and narrative text
- What reading and writing skills are necessary to summarize an informational text?

Students will know...

What content will be covered that students must master?

Listening/Speaking Students will observe and discuss the changes in **Life Cycle** of the caterpillar.

Students will be able to learn about
what changes happen through the life cycle of the caterpillar.

Students will recognize use of the
possessive pronouns

Students will be able to identify, and properly use possessive pronouns.

Reading/Writing Students will closely read the text from the YouTube video and answer questions.

Students will determine the meaning of unknown words

Students will be able to...

Listening/Speaking

Students will observe and discuss the changes in the caterpillar. SL.6.1.

Reading

Students will closely read the text from the YouTube video and answer questions. RI.6.1

Students will determine meaning of unknown words L.6.4

Students will read and keep a journal as they observe the developmental change from caterpillars to chrysalises using transitional sequence phrases. RI.6.7; W.6.4

Students will recognize use of the possessive pronoun – its. L.6.2

Writing

Students will describe the transformation that the butterfly experienced. W.6.7 SWBAT use sequence words in their explanatory essays. L.6.1

Students will determine the meaning of unknown words

Stage 2 – Assessment Evidence	
<p>Performance Tasks:</p> <p><i>What projects, hands-on lessons, use of manipulatives, active participation in new situations, etc. will reveal evidence of meaning-making and transfer (true understanding)?</i></p> <p><i>How will students demonstrate their understanding (meaning-making and transfer) through complex performance?</i></p> <p>Performance Task-</p>	<p>Other Evidence (Alternate Assessments):</p> <p><i>What other means of assessment will be used throughout this unit?</i></p> <p>reading checklist, kahoot, diagrams</p>
Stage 3 – Learning Plan	
<ul style="list-style-type: none"> • <i>Where is the work headed? Why is it headed there? What are the student's final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)</i> • <i>Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks. Provide time lapse videos different kinds of changes.</i> • <i>Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.</i> • <i>Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.</i> <p><i>What pre-assessments will you use to check student's prior knowledge, skill levels, and potential misconceptions?</i></p> <p><i>Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?</i></p> <p><i>Does the learning plan reflect principles of learning and best practices?</i></p> <p><i>Is there tight alignment with Stages 1 and 2?</i></p> <p><i>Is the plan likely to be engaging and effective for all students?</i></p> <p>PROGRESS MONITORING</p> <p><i>How will you monitor students' progress toward acquisition, meaning-making, and transfer, during lesson events?</i></p> <p><i>What are potential rough spots and student misunderstandings?</i></p> <p><i>How will students get the feedback they need?</i></p> <p><i>What supports are needed for students to be successful? Re-teach, small group instruction, etc.</i></p> <p>Students will read and keep a journal as they observe the developmental change from caterpillars to chrysalises using transitional sequence phrases. =</p>	

Use journals and interactive notebooks; kahoot quizzes and exit tickets

Writing SWBAT create an explanatory text by writing words to label a picture using key vocabulary to express a concept from the text. W.6.2 SWBAT write an explanatory paragraph answering the question, Does temperature impact the life cycle of a butterfly? Explain its transformation.

Put Butterfly kit and KWL chart here

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

- *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*
- *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*
- *Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

Gifted & Talented: Allow for curriculum compacting
Allow students to complete independent project from a choice board and lead a class discussion

Tier I: provide graphic organizers, materials read aloud

Tier II:Building Background: Introduce the Butterfly Kit Project. Watch video on butterfly transformation <http://www.youtube.com/watch?v=7AUeM8Mbalk>. Explain to students that they will witness an amazing transformation as caterpillars turn into beautiful painted lady butterflies in 3 weeks. The butterfly painted kit includes everything needed to raise and care for caterpillars and adult butterflies

Tier III:Reading/Writing Students will complete a KWL chart of the life cycle of a butterfly.
Provide additional resources

ELL:Reading/Writing Students will complete a KWL chart of the life cycle of a butterfly. W.6.2 Students will read and keep a journal as they observe the developmental change from caterpillar to chrysalises. RI.6.2 Differentiate for ELP Level 1-2 students: • Native language support orally whenever necessary • Labeled drawings and/or diagrams • Sentence frames; word wall/bank • Turn and Talk, Think/Pair/Share and Small group activities to build vocabulary Differentiate for ELP Level 3-4 students:
 •

504s:Review the key words by having students use them to explain the life cycle of a butterfly to the class. • Lead the class in a discussion about what has happened to the caterpillar and how it has now become a chrysalis. Use 504 plan as a guide

SPED:Review the key words by having students use them to explain the life cycle of a butterfly to the class. • Lead the class in a discussion about what has happened to the caterpillar and how it has now become a chrysalis.
Use 04 plan as a guide

Unit 4

This document outlines in detail the answers to the following four questions:

1. What do we want our students to know? Students will be able to define immigration and state the reasons why people immigrate
2. How do we know if they learned it? Final project, assessments, kahoot quizzes
3. What do we do if they did not learn it? Students will complete individual activities using Brain pop.

Students will be given more simplified instructions to redo. Students will also have the opportunity to make up project components. The teacher will reteach lessons and students will view short videos from Brainpop or other sources that use less complicated language.

4. What do we do when they did learn it?

Students will publish and present their podcasts to the class and possibly share it that water event at the end of the year (if there schedules allow it.)

Unit 4 ELA GRADE/COURSE		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<ul style="list-style-type: none"> ESL/STEAM 6-8/Problem based Resource for Diff:https://www.smartbrief.com/original/2019/07/5-ways-make-pbl-work-ell https://www.hightechhigh.org/htmnc/project/a-american-life-immigration-project/ ELA Anchor Reading 	<ul style="list-style-type: none"> Next Generation Science Standards MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. CCSS MATHEMATICS 5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi- step, real world problems. NJCCCS SOCIAL STUDIES 6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires. 	<ul style="list-style-type: none"> Write and record a podcast or create a Scratch to show your view point.
Unit 4 ELA GRADE/COURSE		
Stage 1 – Desired Results		
UNIT SUMMARY		CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)

<p><i>Brief 2-4 sentence description of unit purpose, what is covered, and what students will understand at the conclusion of the unit.</i></p> <p>Students will create pod casts based on what they learn about immigration.</p> <p>Students will discuss the reasons that people immigrate.</p>	<p>https://www.hightechhigh.org/htmnc/project/american-life-immigration-project/</p> <p>Historical Immigration Case Studies</p> <p>Podcast scripts; C1) Podcast script and recording that includes information about chosen theme, interview of first generation immigrant, short story, and field report;</p> <ul style="list-style-type: none"> ○ 2) Conceptual art piece based on literature circle reading ● Individual Product: <ul style="list-style-type: none"> ○ Reflection Journal <p>Conceptual Art Piece</p>
UNDERSTANDINGS	
<p>Students will understand that... Students will learn about the history of various immigrant groups and explore how immigration influences our local community. Students worked in groups to create an immigration podcast to share information and perspectives on a chosen immigration theme (e.g., The American Dream, 2nd generation immigrants, economic opportunity). Students had an individual role within the group and researched their chosen topic.</p>	
Students will know...	Students will be able to...
<p><i>What content will be covered that students must master?</i> This cross-curricular humanities/art project aims to engage students in exploring the human face of immigration. Through interviews, literature circle reading, and field experiences, students will better understand the challenges that immigrants face and their perspectives on life in the United States.</p>	<p>What should students be able to accomplish to demonstrate understanding?</p> <ul style="list-style-type: none"> ● Identify push and pull factors that influence immigration trends ● Gain an understanding of themes that link historical immigration with present day immigration issues and draw conclusions on their continued importance.. ● Explain the challenges that immigrants face when starting a new life in a new country through multimedia (writing, speaking, electronic presentation.). ● Develop their own perspective on immigration policy and compare it with various other perspectives
Stage 2 – Assessment Evidence	
<p>Performance Tasks:</p> <p><i>What projects, hands-on lessons, use of manipulatives, active participation in new situations, etc. will reveal evidence of meaning-making and transfer (true understanding)?</i></p> <p><i>Complete research</i></p>	<p>Other Evidence (Alternate Assessments):</p> <p><i>What other means of assessment will be used throughout this unit?</i></p> <p>kahoots</p> <p>reading logs</p>

<p>write a podcast script perform the podcast</p> <p><i>How will students demonstrate their understanding (meaning-making and transfer) through complex performance? Share their podcasts and research</i></p>	<p>research index cards and outline</p> <p>read podcast script</p> <p>assessment on the case study readings</p>
Stage 3 – Learning Plan	
<p>• <i>Where is the work headed? Why is it headed there? What are the student's final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)</i></p> <p>• <i>Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks. Students will read about Ellis Island and the the Puritans and watch a video about traveling the Atlantic by boat.</i></p> <p>• <i>Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.</i></p> <p>• <i>Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.</i></p> <p>What pre-assessments will you use to check student's prior knowledge, skill levels, and potential misconceptions? Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan? Does the learning plan reflect principles of learning and best practices? Is there tight alignment with Stages 1 and 2? Is the plan likely to be engaging and effective for all students? Students will complete a KWL and exit ticket on immigration.</p> <p>PROGRESS MONITORING How will you monitor students' progress toward acquisition, meaning-making, and transfer, during lesson events? What are potential rough spots and student misunderstandings? How will students get the feedback they need? What supports are needed for students to be successful? Re-teach, small group instruction, etc. kahoots, journals, reading logs, checklists</p>	
Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students	
<p>• <i>Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.</i></p> <p>• <i>Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.</i></p>	

•*Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

Gifted & Talented: students will read a self selected text and go out an interview immigrants or someone in law enforcement

Tier I: listen to audio versions of books
watch videos on Brainpop or use play aways

Tier II: Use sentences starters
Complete scaffolded questions

Tier III: small group, high interest low vocabulary reading activities, guided reading with comprehension questions with page numbers

ELL: directions read aloud
guided reading
scaffolds for writing and questions
models for note cards and script

504s: as written in 504 plan
directions read aloud scaffolds
models
preassigned research questions and page numbers of resources

SPED: as written in the IEP
directions read aloud scaffolds
models
preassigned research questions and page numbers of resources

Guided Reading Unit/Reader's Workshop

Stage 1 – Desired Results

UNIT SUMMARY

Brief 2-4 sentence description of unit purpose, what is covered, and what students will understand at the conclusion of the unit.

This unit will be ongoing throughout the year.

CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)

- **Individual Product:**

Each text will be addressed for one week. Students will build literacy skills using the workshop model and guided reading books. Students will be leveled using the F&P assessment.

- Interactive Notebook
- Portfolio of skills and lessons
- Record discussions and interactions
- Create book reviews using Flip Grid or Vocaroo

UNDERSTANDINGS

Students will understand that...

- Reading a wide range of print and non-print texts builds an understanding of texts, of themselves, and of different cultures.
- Different purposes to read include: reading to acquire new information and reading for personal fulfillment. The use of a variety of comprehension strategies greatly enhances understanding of text. Among these texts include fiction, non-fiction, classic and contemporary works.
- Different types of texts place different demands on the reader. Understanding text features, text structures, and characteristics associated with different text genres (including print and non-print) facilitates the reader's ability to make meaning of the text

Big Idea: Interpreting Text

Students will understand that:

- Interpretations of text involve linking information across parts of a text and determining importance of the information presented.
- References from texts provide evidence to support conclusions drawn about the message, the information presented, or the author's perspective.
- Authors make intentional choices that are designed to produce a desired effect on the reader.

Big Idea: Reflecting and Responding to Text

Students will understand that:

- Making reader-text connections involves thinking beyond the text and applying the text to a variety of situations. Connections may be expressed as comparisons, analogies, inferences, or the synthesis of ideas.
- References from texts provide evidence of applying ideas and making connections between text and self, text and other texts, and texts and the real world.
- Reading a wide range of literature by different authors, and from many time periods, cultures, and genres, builds an understanding of the extent (e.g., philosophical, ethical, aesthetic) of human experience.

Big Idea: Demonstrating a Critical Stance

Students will understand that:

- Reading is a process that includes: applying a variety of strategies to comprehend, interpreting and evaluate texts; showing evidence of responsible interpretations of texts and examining texts critically.
- References from texts provide evidence to support judgments made about why and how the text was developed and considers the content, organization, and form.
- Determining the usefulness of text for a specific purpose, evaluating language and textual elements, and analyzing the author's style are all ways to critically examine texts.
- All citizens need to critically consider messages provided through a variety of media in order to make informed decisions.

Students will know...

What content will be covered that students must master?

- how to understand of texts, of themselves, and of different cultures.
- how to differentiate between reading for information and enjoyment.
- text features, text structures, and characteristics associated with different text genres (including print and non-print) facilitates the reader's ability to make meaning of the text.

Big Idea: Interpreting Text

- how to determining importance of the information presented.
- how to provide evidence to support conclusions drawn about the message, the information presented, or the author's perspective.

Students will be able to...

What should students be able to accomplish to demonstrate understanding?

- *Read a variety of texts and complete associated assignments across the four domains of language*
- *Orally state if the book is to learn something or to read for fun*
- *Identify the genre based on the features of the text*
- *categorize information based on order of importance*
- *answer questions and support answers using textual evidence*

Big Idea: Reflecting and Responding to Text

- how to create reader-text connections involves thinking beyond the text and applying the text to a variety of situations. Connections may be expressed as comparisons, analogies, inferences, or the synthesis of ideas.
- ways to apply ideas and making connections between text and self, text and other texts, and texts and the real world.
- a wide range of literature by different authors, and from many time periods, cultures, and genres, builds an understanding of the extent (e.g., philosophical, ethical, aesthetic) of human experience.

- *engage in book talks to share their connections*
- *develop connections between various text and apply them to their lives*
- *access texts across genres and time periods*

Big Idea: Demonstrating a Critical Stance

- how to cite from texts and provide evidence to support judgments made about why and how the text was developed and considers the content, organization, and form.
- methods of determining the usefulness of text for a specific purpose, evaluating language and textual elements, and analyzing the author's style are all ways to critically examine texts.
- that all citizens need to critically consider messages provided through a variety of media in order to make informed decisions.

- *cite evidence using proper MLA formatting*
- *critically examine texts and evaluate the textual elements*
- *determine the author's purpose from a variety of media*

Stage 2 – Assessment Evidence**Performance Tasks:**

What projects, hands-on lessons, use of manipulatives, active participation in new situations, etc. will reveal evidence of meaning-making and transfer (true understanding)?

Analyze dialogue**Other Evidence (Alternate Assessments):**

What other means of assessment will be used throughout this unit?

- WIDA Reading and Writing Rubrics
- Interactive notebooks
- Vocaroo and Flip Grid recordings

<p>Words parts (prefix, suffix, root words)</p> <p>Build fluency</p> <p>Enrich vocabulary</p> <p>Make Predictions</p> <p>Character development</p> <p>Connecting Characters to the plot</p> <p>Identify the Conflict</p> <p>Understand nuances of specific genres for comparison</p> <p>Characterization/ using textual evidence</p> <p>Infer the theme</p> <p>Writing about reading and inferring character</p> <p><i>How will students demonstrate their understanding (meaning-making and transfer) through complex performance?</i> <i>Share their podcasts and research</i></p>	<ul style="list-style-type: none"> • Teacher made assessments • Standards driven assessments • Running Record • Book talk questions
Stage 3 – Learning Plan	
<p><i>Where is the work headed?</i> <i>Students are expected to gain proficiency by improving their F&P level. Students will use academic vocabulary when engaged in book talks.</i></p> <p><i>Why is it headed there?</i> <i>Literacy is the major component of academic achievement. Students who are competent readers will have academic success across subjects.</i></p> <p><i>What are the student's final performance obligations, the anchoring performance assessments?</i> <i>Students will submit a completed portfolio and interactive notebook. Students will complete a final project to show their skills.</i></p>	

What are the criteria by which student work will be judged for understanding? (These are the questions asked by students. Help the student see the answers to these questions upfront.)

WIDA Rubrics/ELA Concept Checklist/Proficiency Level Descriptors <https://wida.wisc.edu/sites/default/files/resource/Interpretive-Guide.pdf>

- *Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.*

Videos and visuals will be used to attract and sustain attention. Teachers will present engaging and thought provoking questions

- *Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.*

Teachers will act as facilitators for learning. Students engage in self directed learning and webquests to supplement informational texts.

- *Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.*

Lesson will be structured based on the F&P Guided Reading Guides

What pre-assessments will you use to check student's prior knowledge, skill levels, and potential misconceptions?

F&P Leveling, WIDA Assessments

PROGRESS MONITORING

Running Records, Interactive notebook checks, portfolio checks, Flip Gird Videos

What supports are needed for students to be successful? Re-teach, small group instruction, etc.

small groups, visual aids, reteaching of skills based on progress monitoring results

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

- *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment based on feedback from inquiry, results, and discussion.*

- *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*

- *Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

Gifted & Talented: Students will read higher leveled texts and participate in self guided learning

Tier I: Books read aloud, audio version books, reading

Tier II: Complete scaffolded questions
Tier III: small group, high interest low vocabulary reading activities, guided reading with comprehension questions with page numbers
ELL: directions read aloud guided reading scaffolds for writing and questions models for note cards and script
504s: as written in 504 plan directions read aloud scaffolds models preassigned research questions and page numbers of resources
SPED: as written in the IEP directions read aloud scaffolds models preassigned research questions and page numbers of resources