

ELL
GRADES 4-5

BOARD APPROVAL DATE:

BOARD ADOPTION OF STATE STANDARDS:

Unit Overview (Standards Coverage)

Unit	Standards	Unit Focus	Skills Overview	Suggested Pacing
Unit 1	<ul style="list-style-type: none"> ● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ● NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate ● SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. ● W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. ● L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. ● W.5.4. Produce clear and coherent writing in which the development and organization 	<p>All About Me: names, family and culture, personal interests, and abilities.</p> <p>The School Environment: places in school, classroom objects, rules, expectations, greetings, and farewells.</p> <p>Calendar Work: day, date, year, days of the week, months, and date abbreviations.</p> <p>Social Emotional Learning: respect, self-discipline, orderliness, kindness, confidence, peacefulness, tact, trustworthiness, perseverance, thankfulness.</p> <p>The world around us: our school, town, state, country, continent, planet</p> <p>The Four Seasons: Learn about winter, spring, summer and fall.</p>	<p>Students will understand what is expected of them within a school, how to communicate their needs, and how to converse with their teachers and peers. Students will learn what target vocabulary means in context.</p>	12 weeks

	<p>are appropriate to task, purpose, and audience</p> <ul style="list-style-type: none"> ● 5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources, environment, and address climate change issues. ● 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). ● 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device. ● 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities. ● 6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines. ● 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others. ● 6.1.P.D.1 Describe characteristics of oneself, one’s family, and others ● 6.1.P.D.2 Demonstrate an understanding of family roles and traditions ● 6.1.P.D.3 Express individuality and cultural diversity ● 6.1.P.D.4 Learn about and respect other cultures within the classroom and the community 			
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	<ul style="list-style-type: none"> ● 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). <p>WIDA ELP standards</p> <ul style="list-style-type: none"> ● ELD STANDARD 1: English language learners communicate for Social & Instructional purposes within the school setting. ● ELD Standard 2: English Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language arts ● ELD standard 5: English Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies ● ELD standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science 			
<p>Unit 2</p>	<p>WIDA ELP standards:</p> <ul style="list-style-type: none"> ● ELD STANDARD 1: English language learners communicate for Social & Instructional purposes within the school setting. ● ELD Standard 2: English Language learners communicate information, ideas, and concepts necessary 	<p>Parts of a book: title, author, illustrator. Main types of genre: fiction, non-fiction; sub-genres: fantasy and realistic fiction Skills: summarizing, sequencing, identifying main idea and theme, story elements, using text features, distinguishing between fact and opinion, context clues, author’s purpose, and point of view.</p>	<p>Students will learn story elements and how to distinguish between the two main types of genre. Through fiction stories, students will learn how to identify story elements, sequence events, identify theme, and summarize. Through non-fiction books, students will identify fact and</p>	<p>8 weeks</p>

	<p>for academic success in the content area of Language arts</p> <ul style="list-style-type: none"> ● ELD standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics ● 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. ● 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.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. ● RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. ● RL.4.2. Determine a theme of a story, drama, or poem from 	<p>Word problem vocabulary: learn math vocabulary using context clues.</p> <p>Science vocabulary: identify living and nonliving things and animal habitats.</p>	<p>opinion, main idea, text features, and text structure. Students will also learn the critical skill of using context clues to figure out the meaning of unknown words. Students will learn the difference between living and nonliving things and discuss animal habitats.</p>	
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details in the text; summarize the text.

- **RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).**
- **RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.**
- **RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text**
- **RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.**
- **RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.**
- **RI.4.8. Explain how an author uses reasons and evidence to**

support particular points in a text.

- **RF.4.4. Read with sufficient accuracy and fluency to support comprehension.**
- **SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.**
- **RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.**
- **RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).**
- **RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.**
- **RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.**
- **RI.5.2. Determine two or more main ideas of a text and explain**

	<p>how they are supported by key details; summarize the text.</p> <ul style="list-style-type: none"> ● RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts ● RF.5.4. Read with sufficient accuracy and fluency to support comprehension. ● 5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources, environment, and address climate change issues. ● 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. ● 4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. ● 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. 			
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<p>Unit 3</p>	<p>WIDA ELP standards:</p> <ul style="list-style-type: none"> ● ELD STANDARD 1: English language learners communicate for Social & Instructional purposes within the school setting. ● ELD Standard 2: English Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language arts ● ELD standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics ● ELD Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies. ● RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. ● L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 	<p>Poetry: rhyming, stanzas, meter, theme, figures of speech, alliteration, onomatopoeia, personification, figurative language.</p> <p>Drama: script, props, actors, dialogue, songs.</p> <p>Word problem vocabulary: learn math vocabulary needed for current math instruction.</p> <p>Social studies: map skills and world cultures.</p>	<p>Students will learn elements of poetry and drama. Through poetry students will learn figures of speech, figurative language. Students will learn conversational english through short skits. They will practice their speaking skills through poetry and drama. Students will learn math vocabulary needed for current math instruction. Students will learn map skills and about different cultures around the world.</p>	<p>8 weeks</p>
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| <ul style="list-style-type: none">● RF.4.4. Read with sufficient accuracy and fluency to support comprehension.● NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.● L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.● 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.● RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.● RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.● RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.● RI.4.4. Determine the meaning of general academic and domain-specific words or | | | |
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	<p>phrases in a text relevant to a <i>grade 4 topic or subject area.</i></p> <ul style="list-style-type: none"> ● 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). ● 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). ● 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic). ● 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. 			

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 **ELL/Grades 4-5**

Content & Practice Standards (write in full)	Interdisciplinary Standards	Critical Knowledge & Skills
<p>WIDA ELP standards</p> <ul style="list-style-type: none"> ● ELD STANDARD 1: English language learners communicate for Social & Instructional purposes within the school setting. ● ELD Standard 2: English Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language arts ● ELD standard 5: English Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies ● ELD standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science 	<p>Technology:</p> <ul style="list-style-type: none"> ● 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device. ● 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities. <p>Social Studies:</p> <ul style="list-style-type: none"> ● 6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines. ● 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others. ● 6.1.P.D.1 Describe characteristics of oneself, one’s family, and others ● 6.1.P.D.2 Demonstrate an understanding of family roles and traditions ● 6.1.P.D.3 Express individuality and cultural diversity ● 6.1.P.D.4 Learn about and respect other cultures within the classroom and the community ● 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). <p>Language Arts:</p> <ul style="list-style-type: none"> ● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. ● NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate ● SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is 	<p>Levels 1 and 2:</p> <ul style="list-style-type: none"> ● Names of classroom objects, people and places in school ● Expectations within the school and classroom ● Culturally appropriate greetings/farewells ● Names of family members/relationships in English ● Identify days of the week and months of the year ● Learn how to write the date correctly ● Learn the importance of your name ● Learn social emotional vocabulary ● Identify the names of our school, town, state, country, continent, and planet ● Learn the names of the four seasons <p>Levels 3+:</p> <ul style="list-style-type: none"> ● Names of less familiar family members (brother-in-law, sister-in-law...) ● Write a 3-5 sentence paragraph ● Correctly spell names of objects and places in school ● describe the layout of a classroom ● Learn how to use the information on a calendar correctly ● Learn the importance of your name and share your story ● Learn the meaning of our social emotional vocabulary words and how to demonstrate each one in context. ● Identify our state, country, and continent on a map and the key differences. ● Learn about the four seasons and how to identify each

	<p>appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <ul style="list-style-type: none"> ● W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. ● L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. ● W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience <p>Science:</p> <ul style="list-style-type: none"> ● 5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources, environment, and address climate change issues. 	
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Unit 1 ELL Grades 4-5

Stage 1 – Desired Results

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p><i>This unit focuses on the school environment with an emphasis on identifying classroom objects, asking for needed materials, and learning how to communicate needs in school. It also incorporates students’ cultural backgrounds, family, interests, and abilities. Students will be learning how to converse with their peers in English, and share their family life, cultural background, interests, and abilities. Students will learn how to read and use a calendar correctly in school. Students will learn the meaning of social emotional vocabulary and how to demonstrate each one in context. Learn how to describe each season in English.</i></p>	<ul style="list-style-type: none"> ● lingt.com ● Finish Line ● Seesaw.com ● Graphic novel: Mr. Wolf’s Class (4th) and Mr. Wolf’s Class: Mystery Club(5th) ● My Name is Yoon by Helen Recorvits ● Alma and How She Got Her Name by Juana Martinez-Neal ● I’m New Here by Anne Sibley O’Brien ● My Name is Sangoel by Karen Williams and Khadra Mohammed ● All the Way to America by Dan Yaccarino ● The Name Jar by Yang Choi ● https://www.teach-this.com-general-activities-worksheets/family-relationships ● https://mnliteracy.org/sites/default/files/family_pre-beginning_week_1_of_1.pdf ● http://www.kaisons.org/uploads/3/4/0/1/3401675/____family_1.pdf ● https://englishflashgames.blogspot.com/2010/10/family-vocabulary-game.html ● http://www.henry4school.fr/Vocabulary/family/fam-inter-ex.htm ● https://www.fcrr.org/studentactivities/literature_45.htm ● https://mysteryscience.com/lessons/seasonal/fall

UNDERSTANDINGS

Enduring Understandings:

Everyone has different cultural backgrounds, family life, interests, and abilities.
 Cultural greeting practices play an important role in meeting someone for the first time.
 It is important to use context clues when attempting to aurally and visually interpret the target language.
 Calendars reflect one’s culture and a people’s cultural perspective.
 School days in the USA are often very different from those in other countries.

Essential Questions:

- How are we all in the same class yet are very diverse?
- Why is understanding the culture of where you live important?

Students will know...

- Names of classroom objects, people and places in school culturally appropriate greetings/farewells
- Names of family members/relationships in English
- The meaning and importance our social and emotional vocabulary words
- How to identify a noun
- The difference between singular and plural nouns
- The names of our school, town, state, country, continent, and planet
- The four seasons of the year and how to identify each.

Students will be able to...

- Communicate their needs in the classroom
- Respond to greetings/farewells in the classroom
- Identify classroom objects, people, and places in school
- Tell about their cultural background, interests, and abilities.
- Converse with peers about their family, cultural background, and interests
- Participate in classroom discussions about their family, background, interests, and abilities
- Demonstrate and use our social emotional vocabulary words in context.
- Identify where we live on a map
- Identify the seasons of the year

Stage 2 – Assessment Evidence

Performance Tasks: **separate these into Formative and summative assessments**

Formative:

- Label a picture of objects in a classroom in English
- Conduct surveys with their peers about their interest and abilities
- Role play asking for classroom objects
- Practice giving and following classroom commands
- Respond to audio recordings about their family and personal life
- Read and respond to a book about a new school year
- Look at and answer questions about family trees

Other Evidence (**Alternate Assessments**):

- journals
- short quizzes/tests
- write a short personal narrative
- labeling photographs
- Individual conferences
- Exit tickets
- graphic organizer

- Label our state, country, and continent
- Label the four seasons

Summative:

- Create and orally present a family tree
- Create a poster showing cultural backgrounds
- Complete a quiz identifying objects and places in a school
- Write autobiographical sentences
- Create a booklet about the world around us

Stage 3 – Learning Plan

• *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.)*

• *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.*

• *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.*

What pre-assessments will you use to check students' 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.

Week 1-2

- **Introductions and greetings**
- **Learn each others' names, pronunciations and stories**
- **Learn how to read and use a calendar**
- **Learn correct responses to greetings**
- **Role play greetings**

- Learn how to correctly respond to questions regarding personal information
- Practice asking and answering questions about ourselves
- Identify country of birth/origin on a map

Students will be introduced to a social emotional vocabulary word every 4 weeks throughout the school year.

Students will be introduced to the graphic novel Mr. Wolf's Class, which will be read daily throughout this unit. Within the novel, students will be identifying classroom objects and places and people within the school.

Weeks 3-4

- **Family:** Learn the names of family members in English.
- identify the people in their family using correct English terms
- Identify and describe relationships within a family tree
- Practice asking and answering questions about people in their families.
- Create a family tree

Weeks 5-6

- **Hobbies and abilities:** Learn the names of hobbies in English
- Learn how to tell your hobbies and ask others about their hobbies
- Learn how to discuss abilities (I can...) and ask others about their abilities
- Learn the basic sentence structure (subject predicate, capital letters, punctuation)

Weeks 7-8

- Cultural background
- Learn how to answer the question “Where are you from?”
- Identify country of origin on a map.
- Define the vocabulary word culture,
- Identify aspects of their own culture
- Listen to read alouds about different cultures
- The World Around Us
- Learn about our school, town, state, country, continent and planet.
- Learn about the four seasons and how to identify each.

Final unit assessment: Students will be creating a poster about themselves including their name, country, family, interests and abilities, and cultural background. Students will be presenting the poster to the class. Students will research information and pictures on the computer to add to their posters. Students can also bring in objects and photographs relating to their culture.

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: Research information, mnemonics to organize, express, and revise

Tier I: Choice boards, graphic organizers

Tier II: Sentence stems and frames, matching words to pictures, word banks, graphic organizers

Tier III: sentence stems and frames. matching oral to visual

ELL: Leave this one blank

504s: Sentence stems and frames, Preferential seating, flexible seating, extra time to complete assignments.

SPED: Word banks, write with only words or phrases, match oral to visual, draw pictures, non-verbal cues

Unit 2 **ELL/Grades 4 and 5**

Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<p>WIDA ELP standards:</p> <ul style="list-style-type: none"> • ELD STANDARD 1: English language learners communicate for Social & Instructional purposes within the school setting. • ELD Standard 2: English Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language arts. • ELD standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. • ELD standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science. 	<ul style="list-style-type: none"> • 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. • 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.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. • RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). • RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text • RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. • RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive 	<p>Levels 1 and 2:</p> <ul style="list-style-type: none"> • Learn social emotional vocabulary • Parts of a book: title, author, and illustrator • Main types of genre: fiction and non-fiction • Non-fiction stories have different layouts and features than fiction • Identifying story elements • Fact versus opinion • Understanding text features • Word problem vocabulary words • Science vocabulary: identify living and nonliving things <p>Levels 3+:</p> <ul style="list-style-type: none"> • Learn social emotional vocabulary • Main types of genre: fiction and non-fiction • Sub-genres: fantasy and realistic fiction • Non-fiction stories have different layouts and features than fiction • Identifying story elements, summarizing, and retelling a story • Fact versus opinion • Understanding text features • Word problem vocabulary words • Science vocabulary: Categorize types of animals and learn about their habitats.

	<p>elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <ul style="list-style-type: none"> ● RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text. ● RF.4.4. Read with sufficient accuracy and fluency to support comprehension. ● SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly. ● RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text. ● RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). ● RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. ● RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. ● RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. 	
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	<ul style="list-style-type: none"> ● RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. ● RF.5.4. Read with sufficient accuracy and fluency to support comprehension. ● 5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources, environment, and address climate change issues. ● 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. ● 4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. ● 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. 	
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Unit 2 ELL/Grades 4 and 5

Stage 1 – Desired Results

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p><i>This unit focuses on the two main types of genre: fiction and non-fiction., as well as the sub-genres realistic fiction and fantasy. Students will be exposed to books within each genre and develop reading skills to help comprehend each type of genre. Within fiction, students will gain an understanding of the story elements: characters, setting, plot, problem/conflict, and solution. Within non-fiction, students will learn to identify and use text features to help comprehend the text. Students will learn the parts of a book. Students will learn vocabulary words used in a math context. Students will also learn academic language that is necessary to communicate within the school setting.</i></p>	<ul style="list-style-type: none"> ● lingt.com ● graphic organizers ● Seesaw.com ● kahoot.com ● mysteryscience.com ● https://www.havefunteaching.com/resources/reading/fantasy-and-realism/worksheets/ ● http://shanahan2.pbworks.com/w/file/fetch/50562961/GENRE-POSTERS-AND-ACTIVITIES-KIT-featuring-Thistlegirl-Designs-Clipart.pdf ● www.readwritethink.org/files/interactives/storymap/index.html ● www.storylineonline.net ● https://educators.brainpop.com/teaching-tip/sequence-differentiation ● https://minds-in-bloom.com/text-evidence-for-beginners/ ● https://www.fcrr.org/studentactivities/literature_45.htm

	<ul style="list-style-type: none"> • https://mrs winters bliss.com/fiction-vs-nonfiction-teaching-ideas/ • http://www.cpalms.org/Public/PreviewResourceLesson/Preview/41483 • Literature: <ul style="list-style-type: none"> <u>Extra Yarn</u> by Mac Barnett <u>Those Darn Squirrels</u> by Adam Rubin <u>Goal!</u> by Mina Javaherbin <u>The Most Beautiful Place in the World</u> by Ann Cameron • Informational Text: <ul style="list-style-type: none"> 100 Task Cards: Informational Text by Scholastic ReadWorks Leveled readers
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UNDERSTANDINGS

Enduring Understandings:

There are many different types of genres.

There are different skills needed to fully comprehend each type of genre.

We can figure out the meaning of unknown words by using context clues within a text.

Essential Questions:

- How can we learn about the world through reading?
- How can we become a better writer?

Students will know...

- the parts of a book
- the characteristics of fiction and non-fiction
- the difference between realistic fiction and fantasy
- story elements
- sequence words
- text features
- fact and opinion
- main idea and details

Students will be able to...

- Identify the parts of a book
- Distinguish between fiction, non-fiction, fantasy, and realistic fiction
- Distinguish between fact and opinion
- Identify story elements
- Identify main idea and details
- Retell a story
- Sequence events
- Identify and use text features
- Find information within non-fiction

- Identify text evidence
- Make text to self connections

Stage 2 – Assessment Evidence

Formative assessments:

- Orally identify parts of a book
- sort books according to genre
- sort statements as fact or opinion
- orally summarize a story
- orally sequence a story
- label text features of a non-fiction book
- complete a story elements graphic organizer
- listen to stories and identify story elements
- orally identify the main idea and supporting details
- highlight text evidence to support answers
- Record answers to questions regarding fiction and non-fiction texts on lingt.com
- complete kahoot quizzes after each lesson
- Complete graphic organizer comparing and contrasting fiction with non-fiction

Summative assessments:

- Quizzes/tests on: story elements, main idea, text features, genre, and math word problems
- Write fact and opinion sentences
- Create a simple plot for a story by identifying story elements

Other Evidence (**Alternate Assessments**):

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

- journals
- short quizzes/tests
- graphic organizers
- Individual conferences
- Exit tickets
- lingt.com
- non-verbal cues

Stage 3 – Learning Plan

• 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.)

- *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.*
- *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.*

Week 1-4

- Introduction to genre: Identify term genre
- Identify elements of the 2 main types: fiction and nonfiction.
- Compare and contrast fiction with non-fiction.
- Fantasy versus realistic fiction: Identify items as real or fake.
- Learn how to distinguish between fantasy and realistic fiction.
- Listen to and read both fantasy and realistic fiction stories
- Learn how to give evidence to support identification of genre

Week 5-8

- Story elements
- Identify story elements: characters, setting, plot, conflict, resolution
- Listen to fiction stories and identify story elements by using graphic organizers
- Sequencing a story
- Identify sequence words: first, next, then, last, finally...
- Identify major events in a story
- Listen to stories and practice placing the events in the correct sequence
- Orally retell the sequence of events of a story
- Math vocabulary

Week 9-12

- Elements of non-fiction
- Distinguish between fiction and non-fiction
- Look at non-fiction books and discuss their layout
- Identify text features
- Use text features to help comprehend the text
- Fact and opinion: Learn how to distinguish between fact and opinion
- Identify statements within a text that are fact and opinion
- Write fact and opinion statements
- Science vocabulary
- Identify the differences between living and non-living things through non-fiction books.

- *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: choice boards, write a short book report,

Tier I: Choice boards, graphic organizers

Tier II: Sentence stems and frames, matching words to pictures, word banks, graphic organizers

Tier III: word banks, sentence stems and frames, matching oral to visual

ELL:

504s: sentence frames and stems, extended time, preferential seating

SPED: word banks, sentence stems and frames, extended time, matching oral to visual

Unit 3 CONTENT GRADE/COURSE		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<p>WIDA ELP standards:</p> <ul style="list-style-type: none"> • ELD STANDARD 1: English language learners communicate for Social & Instructional purposes within the school setting. • ELD Standard 2: English Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language arts • ELD standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics • ELD Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies. 	<ul style="list-style-type: none"> • RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. • L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. • RF.4.4. Read with sufficient accuracy and fluency to support comprehension. • NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. • L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • 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. • RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. • RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. 	<p>Levels 1 and 2:</p> <ul style="list-style-type: none"> • Learn social emotional vocabulary • Define poem • Listen to poetry • Watch and act out skits • Word problem vocabulary words • Find places on a map • Define culture <p>Levels 3+:</p> <ul style="list-style-type: none"> • Learn social emotional vocabulary • Write poetry • Read poetry • Identify elements of poetry • Watch and act out skits • Read theater scripts • Word problem vocabulary words • Create a map of a fictional place • Compare and contrast different cultures

	<ul style="list-style-type: none"> ● RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. <p>Social Studies:</p> <ul style="list-style-type: none"> ● 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). ● 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). ● 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic). <p>Math:</p> <ul style="list-style-type: none"> ● 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. 	
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Unit 3 CONTENT GRADE/COURSE

Stage 1 – Desired Results

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p>This unit focuses on poetry, drama, and oral speaking skills with an emphasis on the elements of poetry. Students will be learning how to read, recite, and write their own poetry. It incorporates the students’ interests and background knowledge. Students will be learning about the elements of drama, as well as performing short skits. Students will be learning math vocabulary, map skills and world cultures.</p>	<ul style="list-style-type: none"> ● Front Desk by Kelly Wang (5th) ● Seesaw.com ● Readers theater scripts ● https://www.poetryfoundation.org/ ● www.poetry4kids.com ● www.readwritethink.org ● www.shelsilverstein.com

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UNDERSTANDINGS	
<p>Enduring Understandings:</p> <p>There are many different types of poetry.</p> <p>There are different skills needed to fully comprehend each type of poetry.</p> <p>Poetry can be used to express our feelings.</p> <p>Drama can be used to practice oral skills and learn kinesthetically.</p> <p>There are different skills needed to read and understand a map.</p> <p>There are many different types of cultures.</p> <p>To solve word problems you need to understand math vocabulary.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can we learn about the world through reading? ● How can we become a better writer? ● How do we use a map to learn about the world? ● How do you solve word problems? 	
Students will know...	Students will be able to...
<ul style="list-style-type: none"> ● Elements of poetry ● How to read and understand poetry. ● Types of poetry ● Types of figurative language ● Elements of drama ● How to interpret drama ● How to read and understand a map ● The differences between cultures ● How to solve word problems. 	<ul style="list-style-type: none"> ● Read and understand poetry. ● Distinguish between different kinds of poetry. ● Understand figurative language. ● Express themselves through drama ● Read and understand a map ● Identify the differences between cultures ● Solve word problems.
Stage 2 – Assessment Evidence	
<p>Performance Tasks:</p> <p><i>Formative:</i></p> <ul style="list-style-type: none"> ● Read and discuss poems ● Act out reader’s theater scripts ● Listen to poetry ● Label the parts of a map ● Interpret word problems <p><i>Summative:</i></p> <ul style="list-style-type: none"> ● Write and orally present a poem 	<p>Other Evidence (Alternate Assessments):</p> <p>Other Evidence (Alternate Assessments):</p> <ul style="list-style-type: none"> ● journals ● short quizzes/test ● Individual conferences ● Exit tickets ● graphic organizer

- Act out reader’s theater scripts
- Create a map of a fictional place
- Solve word problems

Stage 3 – Learning Plan

Week 1-2

- Introduce elements of poetry
- Listen to and read poetry
- Introduce different types of poetry
- Introduce figurative language

Students will be introduced to the novel Front Desk which will be read daily throughout this unit. Within the novel, students will identify figurative language and learn about the chinese culture.

Weeks 3-4

- Introduce elements of drama
- Introduce reader’s theater scripts
- Listen and watch skits
- Act out skits

Weeks 5-8

- Introduce map skills
- Practice reading maps
- Practice labeling maps
- Read and learn about cultures around the world
- Share about our own cultures
- Introduce math vocabulary needed to solve word problems.

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: Research information, mnemonics to organize, express, and revise

Tier I: Choice boards, graphic organizers

Tier II: Sentence stems and frames, matching words to pictures, word banks, graphic organizers

Tier III: sentence stems and frames. matching oral to visual

ELL:

504s: sentence stems and frames, preferential seating, extended time

SPED: Word banks, write with only words or phrases, match oral to visual, draw pictures, non-verbal cues

Unit 4 ELA GRADE/COURSE		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
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Unit 4 ELA GRADE/COURSE		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	
<i>Brief 2-4 sentence description of unit purpose, what is covered, and what students will understand at the conclusion of the unit.</i>		
UNDERSTANDINGS		
Students will understand that...		
Students will know...	Students will be able to...	
<i>What content will be covered that students must master?</i>	<i>What should students be able to accomplish to demonstrate understanding?</i>	
Stage 2 – Assessment Evidence		
Performance Tasks: <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> <i>How will students demonstrate their understanding (meaning-making and transfer) through complex performance?</i>	Other Evidence (Alternate Assessments): <i>What other means of assessment will be used throughout this unit?</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> <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> <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> 		

*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.*

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:

Tier I:

Tier II:

Tier III:

ELL:

504s:

SPED: