

K-5  
English  
Language  
Learners

August

2016

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Developed August 2004

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**English  
Language  
Learner  
Program**

**Fair Lawn  
Public Schools**

## **Fair Lawn, NJ**

# **Fair Lawn School District**

### **Committee Credits**

#### **Kindergarten through Fifth Grade ELL Team**

Barbara Arce, teacher

John Corso, teacher

Diana Castro, teacher

Karen Landrigan, teacher

Jackie Palmieri, teacher

Nicole Vaccaro, teacher

Jenna Galatro, teacher

Lori Albino, teacher

Liliana Lopez, Supervisor

## English Language Learner Program (ELL)

### I. ELL Program in Fair Lawn

Our English Language Learner Program was established to assist English Language Learners (ELLs) in increasing their English language proficiency and gaining academic language in order to meet state requirements in the content areas. Students are identified for ELL services through an initial home language survey, teacher observation and/or interview with guardian, teacher and student. Based on initial information gathered, the ELL teacher will then determine if a state approved language proficiency assessment is warranted. Fair Lawn has adopted the WIDA MODEL for grades kindergarten through first, and W-APT Assessment tool for grades first through fifth. These instruments help the teacher to assess the students language ability based on the state's minimum cut-off score, and assist the teacher in designing a program unique to the child's needs. All students within the ELL Program are required to take the annual ACCESS for ELLs 2.0 Assessment which is required by the State of New Jersey. This assessment is used to monitor our ELLs progress, and along with multiple criteria is used to determine ELLs yearly placement.

### II. Philosophy & Rationale

English Language Learner (ELL) instruction has been evolving over the past several years. Until recently most ELL curriculums centered on language topics and functions such as colors, clothing, weather, requests, etc. Research however suggests that language is best acquired when meaning is attached to it. Additionally with increased rigor of state-mandated testing, ELL curricula and programs must be flexible to meet the individual needs of the student. With movement towards heavier content based testing and knowledge, Fair Lawn takes the position that the ELL classroom material should

parallel classroom grade level material, particularly in the areas of social studies and science.

Using content based materials as a basis for its program, students will also learn to acquire the functions and usage of the English language. Learning objectives will be twofold: (1) students will gain knowledge in the content areas while simultaneously (2) learning specific language objectives. In paralleling grade level content material, the goal is to provide students with enough language and knowledge to engage in classroom activities. The program does this by integrating the four skills of listening, speaking, reading and writing in weekly lessons. The role of the teacher is to dispense the content material while at the same time facilitate English language development. By nature of its small group instructional setting, the ELL classroom lends itself very well to differentiated instruction. Lessons are designed to tap into the variety of learning styles engaging all students in active learning. Assessment is also differentiated and the use of portfolios, classroom benchmarks, and assessments tools are utilized as multiple criteria to evaluate students and track their progress along the language learning continuum.

The elementary ELL program plays a major role in helping today's child to acquire the English language to become members of the larger English speaking community of the United States. Although American culture is a key component of the program, the ELL classroom also celebrates the cultures and diversity of its student population, valuing the contributions of other cultures to modern world. This curriculum has been developed as a reference guide for all stakeholders in the implementation of the ELL program. Although sample lessons and suggested materials are included, the program allows teachers the flexibility to adapt the program to their (and their students) individual needs. Topics such as holidays, customs, school and community activities will be addressed on an ongoing basis as needed. Ultimately the goal is to welcome students into American society while equipping them with the language and knowledge needed to be successful learners in our schools.

### **III. Structure of Curriculum**

The English Language Learner curriculum for grades K-5 is a scope and sequence that builds and develops linguistic proficiency for non-native English speakers. All students are assured a high quality English linguistic learning experience based on the six language skills: listening, speaking, reading, writing, critical thinking (based on Bloom's Taxonomy), learning strategies and culture.

The goal of the curriculum is to provide the students with the skills necessary to transition successfully into the mainstream classroom. The scope and sequence is built upon the WIDA Standards and the CCCS.

### **IV. Delivery of Service**

The delivery of ELL services varies according to the needs of the student. At the elementary level, ELL is most often delivered on a pull-out basis with small groups. Pull-out service provides one 30-minute period daily. Currently Fair Lawn has a significant Russian, Spanish and Hebrew speaking population that requires the district to provide an additional thirty minutes of services to these language groups. Due to the impracticality of implementing a bilingual program, Fair Lawn has filed a waiver of bilingual services from the state department. In lieu of a bilingual class, the district offers an additional thirty-minute literacy period to these language groups. At times, the ELL teacher may opt to provide "push-in" services to a student who might be better suited for this type of educational program.

### **V. Exiting the ELL Program**

Fair Lawn employs a multi-criteria approach when exiting students from the program. A heavy emphasis is placed upon the students test score on the NJ State approved language test ACCESS 2.0. Other factors include:

- Teacher recommendations (both the ELL and the classroom/content teacher)
- Academic performance
- Achievement test scores
- Portfolio work

Highly proficient students may also transition out of the program through a gradual release process.

## **VI. ACCESS for ELLs 2.0 Testing**

All students within the ELL Program are required to take the annual ACCESS for ELLs 2.0 assesment which is required by the State of New Jersey. This assessment is used to monitor the progress of our ELLs, and along with multiple criteria is used to determine ELLs yearly placement. Please see following link for more information:

<https://www.wida.us/assessment/ACCESS20.aspx#about>

## **VII. ELL Guidance**

The New Jersey Department of Education Bureau of Bilingual/ESL Education provides school districts guidance on the implentation of ELL Programs. Please see following link for more information: <http://www.state.nj.us/education/bilingual/>

The Fair Lawn School District adheres to the [N.J.A.C 6A:15 Bilingual Education Administration Code of the State of New Jersey.](#)

## **VIII. ELL Guidance en Español**

La Agencia de Educación Bilingüe/Inglés Como Segundo Idioma del Departamento de Educación del Estado de New Jersey provee una pagina web sobre información, recursos, y consejos prácticos a los padres de habla hispana para ayudarles a entender el sistema educativo y para ofrecerles información y recursos sobre sus opciones, posibilidades y derechos. Por favor de aprender más información y ver el enlace <http://nj.gov/education/bilingual/parents/spanish/>.

### VIII. Scope & Sequence throughout the Grade Levels

Scope and Sequence provides a breakdown of grade levels and spiraling units to provide flexibility for mixed grade leveled groups and differentiation for the varied ability and language levels.

	Holidays and Cultural Activities	Explorations, Investigations and Discoveries	People, Places and Environments
K	<ul style="list-style-type: none"> <li>• Columbus Day</li> <li>• Halloween</li> <li>• Thanksgiving</li> <li>• December Holidays</li> <li>• Grandparent's Day</li> <li>• New Year's Day</li> <li>• Groundhog Day</li> <li>• Valentine's Day</li> <li>• Mother's/Father's Day</li> <li>• Teaching About America</li> </ul>	<ul style="list-style-type: none"> <li>• Weather</li> <li>• Changing Seasons</li> <li>• Apples/Pumpkins</li> <li>• Life Cycles (Butterfly)</li> <li>• Plant &amp; Animal Characteristics</li> <li>• Animal Habitats</li> <li>• Sensory Explorations</li> </ul>	<ul style="list-style-type: none"> <li>• All About Me</li> <li>• School / Community</li> <li>• Community Helpers</li> <li>• Families</li> <li>• Feelings</li> <li>• Safety First</li> <li>• Citizenship</li> </ul>
1	<ul style="list-style-type: none"> <li>• Columbus Day</li> <li>• Halloween</li> <li>• Thanksgiving</li> <li>• December Holidays</li> <li>• New Year's Day</li> <li>• Groundhog Day</li> <li>• Valentine's Day</li> <li>• Mother's/Father's Day</li> </ul>	<ul style="list-style-type: none"> <li>• Weather</li> <li>• Changing Seasons</li> <li>• Apples/Pumpkins</li> <li>• Life Cycles</li> <li>• Observing Weather Patterns</li> <li>• Animal &amp; Plant Behavior</li> <li>• Sensory Explorations</li> <li>• Understanding of Motion</li> </ul>	<ul style="list-style-type: none"> <li>• Families Now &amp; Long Ago</li> <li>• Families in Communities</li> <li>• Physical Features of Neighborhood/Community</li> <li>• Citizenship</li> <li>• Cultural Sensitivity &amp; Awareness</li> </ul>

2	<ul style="list-style-type: none"> <li>• Halloween</li> <li>• Thanksgiving</li> <li>• Veteran's Day</li> <li>• Winter Holidays</li> <li>• MLK Day</li> <li>• Valentine's Day</li> <li>• Presidents' Day</li> <li>• Saint Patrick's Day</li> <li>• April Fool's Day</li> </ul>	<ul style="list-style-type: none"> <li>• Matter</li> <li>• Animal &amp; Plants</li> <li>• Earth</li> <li>• Changing Earth</li> <li>• Living World</li> <li>• Plants &amp; Animal Habitats</li> </ul>	<ul style="list-style-type: none"> <li>• Rights, Rules &amp; Responsibilities</li> <li>• Geography</li> <li>• Urban, Suburban &amp; Rural Communities</li> <li>• World Geography, North America and The United States</li> <li>• Case Studies in World Communities</li> </ul>
3	<ul style="list-style-type: none"> <li>• Mother's/Father's Day</li> <li>• Memorial Day</li> <li>• Independence Day</li> </ul>		
4	<ul style="list-style-type: none"> <li>• Columbus Day</li> <li>• Halloween</li> <li>• Veteran's Day</li> <li>• Thanksgiving</li> <li>• Native Americans/Pilgrims</li> <li>• Early Explorers</li> <li>• New Year's Around the World</li> </ul>	<ul style="list-style-type: none"> <li>• Simple Machines</li> <li>• Forces and Motions</li> <li>• Solar System</li> <li>• The sun, Earth, and moon</li> <li>• Human Body</li> </ul>	<ul style="list-style-type: none"> <li>• Our Environment</li> <li>• MLK Day - Civil Rights</li> <li>• The United States</li> <li>• Government</li> <li>• Climate and Weather</li> </ul>
5	<ul style="list-style-type: none"> <li>• President's Day</li> <li>• Memorial Day</li> <li>• Independence Day</li> </ul>		

**Kindergarten**

Unit 1: Holidays and Cultural Activities

Unit 2: Explorations, Investigations & Discoveries

Unit 3: People, Places and Environment

**Grade 1:**

Unit 1: Holidays and Cultural Activities

Unit 2: Explorations, Investigations & Discoveries

Unit 3: People, Places and Environment

**Grades 2-3:**

Unit 1: Holidays and Cultural Activities

Unit 2: Explorations, Investigations & Discoveries

Unit 3: People, Places and Environment

**Grades 4-5:**

Unit 1: Holidays and Cultural Activities

Unit 2: Explorations, Investigations & Discoveries

Unit 3: People, Places, and Environment

**Kindergarten - Unit 1 Overview**

**Content Area:** English Language Arts / Social Studies (English Language Learners)

**Unit Title:** Holidays and Cultural Activities

**Unit Overview/Rationale:** Our Holidays and Cultural Activities Unit will expose students to the language and traditions of American holidays and holidays celebrated among our student population. This unit will integrate the four domains of English Language Proficiency aligned to WIDA Standards, listening, speaking, reading and writings skills.

**Essential Questions:**

What are the holidays that we celebrate? Why do we celebrate them?  
How are holidays celebrated in the United States?  
What words can I use to describe the holidays?  
Who are the people that we remember on hoildays?

**Enduring Understandings:**  
**Students will be able to (SWBAT):**

- Describe how holidays are celebrated in the United States and how they are similar and different from those of our student population
- Identify and utilize key vocabulary associated with holidays and cultural activities studied
- Express and create their awareness of the various holidays and cultural activities
- Utilize specific academic language in conversations and discussions
- Listening, Speaking, Reading and Writing about celebrations and holidays within the United States

**Strategies and Modifications:**

[Link to strategies and modifications](#)

**STANDARDS**

*WIDA STANDARDS: Adopted from 2012 ELD Standards*

English Language Development Standard 1

**Social and Instructional Language:** English language learners communicate for Social and Instructional purposes within the school setting.

English Language Development Standard 2

**The Language of Language Arts:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

English Language Development Standard 3

**The Language of Mathematics:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

<p>English Language Development Standard 4</p>	<p><b>The Language of Science:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.</p>
<p>English Language Development Standard 5</p>	<p><b>The Language of Social Studies:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
<p><b>ELA Common Core: Kindergarten</b></p>	
<p><b>RI: Reading Standards for Informational Text</b></p>	
<p><b>Key Ideas and Details:</b></p>	
<p><a href="#">RI.K.1</a> With prompting and support, ask and answer questions about key details in a text.  <a href="#">RI.K.2</a> With prompting and support, identify the main topic and retell key details of a text.  <a href="#">RI.K.3</a> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	
<p><b>Craft and Structure:</b></p>	
<p><a href="#">RI.K.4</a> With prompting and support, ask and answer questions about unknown words in a text.</p>	

[RI.K.5](#) Identify the front cover, back cover, and title page of a book.

[RI.K.6](#) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

#### Integration of Knowledge and Ideas:

[RI.K.7](#) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

[RI.K.8](#) With prompting and support, identify the reasons an author gives to support points in a text.

#### RF: Foundational Skills

##### Print Concepts:

[RF.K.1.A](#) Follow words from left to right, top to bottom, and page by page.

[RF.K.1.B](#) Recognize that spoken words are represented in written language by specific sequences of letters.

[RF.K.1.D](#) Recognize and name all upper- and lowercase letters of the alphabet.

##### Phonological Awareness:

[RF.K.2](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

[RF.K.2.A](#) Recognize and produce rhyming words.

[RF.K.2.B](#) Count, pronounce, blend, and segment syllables in spoken words.

[RF.K.2.C](#) Blend and segment onsets and rimes of single-syllable spoken words.

[RF.K.2.D](#) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)

[RF.K.2.E](#) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**Phonics and Word Recognition:**

[RF.K.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

**W: Writing Standards**

**Text Types and Purposes:**

[W.K.2](#) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**Research to Build and Present Knowledge:**

[W.K.8](#) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**SL: Speaking & Listening Standards**

**Comprehension and Collaboration:**

[SL.K.1](#) Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

**Presentation of Knowledge and Ideas:**

[SL.K.5](#) Add drawings or other visual displays to descriptions as desired to provide additional detail.

[SL.K.6](#) Speak audibly and express thoughts, feelings, and ideas clearly.

### L: Language Standards

#### Conventions of Standard English:

[K.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### Vocabulary Acquisition and Use:

[L.K.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

### Social Studies Standards

#### Civics:

6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others

#### History, Cultural and Perspectives:

6.1.P.D.2 Demonstrate an understanding of family roles and traditions.

### Technology Standards

Standard 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

**Suggested Resources:**

- Pair-It books
- National Geographics Leveled Text
- Santilana Series
- Oxford Dictionaries
- Writing Journals (Picture Journals)
- Grammar & Vocabulary Workshop
- Steck Vaughn Phonics Books
- Steck Vaughn Vocabulary Connections
- Web resources related to specific topics
- Brainpop.com Series
- United Streaming
- Storylineonline.net
- Reading A-Z
- Starfall.com
- Raz Kids
- Technology websites and resources to support ACCESS 2.0

**Assessment:**

- Oral Participation & Class Discussion
- Portfolio Assessments
- Teacher Observation
- Writing Samples
- ACCESS 2.0

## Kindergarten - Unit 2 Overview

**Content Area:** English Language Arts / Science (English Language Learners)

**Unit Title:** Explorations, Investigations and Discoveries

**Unit Overview/Rationale:** Our Explorations, and Discoveries Unit will allow students to explore and investigate Life Cycles, Weather, Changing Seasons, Plants and Animals, Apples, Pumpkins, and Sensory Exploration. This unit will integrate the four domains of English Language Proficiency aligned to WIDA Standards, listening, speaking, reading and writings skills.

**Essential Questions:**

What are different kinds of weather?  
 How does weather change through the seasons?  
 What are the five senses?  
 What are the parts of the body associated with senses?  
 How do we use our five senses?  
 How do certain characteristics of plants and animals help them to survive?  
 How does a caterpillar become a butterfly?  
 How do plants grow?  
 What is your favorite season? Why?

**Enduring Understandings:**

**Students will be able to (SWBAT):**

- Describe how weather changes throughout the seasons
- Recognize and label the body parts associated with the five senses
- Identify and utilize key vocabulary associated with weather, plant & animals characteristics, five senses, and life cycles of autumn harvest and butterflies.
- Express how we use our five senses and why they are important
- Utilize specific academic language in conversations and discussions

- Listening, Speaking, Reading and Writing about weather, plant & animals characteristics, five senses, and life cycles of autumn harvest and butterflies.

**Strategies and Modifications:**

[Link to strategies and modifications](#)

**STANDARDS**

WIDA STANDARDS: *Adopted from 2012 ELD Standards*

English Language Development Standard 1

**Social and Instructional Language:** English language learners communicate for Social and Instructional purposes within the school setting.

English Language Development Standard 2

**The Language of Language Arts:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

English Language Development Standard 3

**The Language of Mathematics:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

English Language Development Standard 4

**The Language of Science:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

English Language Development Standard 5

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

**ELA Common Core: Kindergarten**

**RI: Reading Standards for Informational Text**

**Key Ideas and Details:**

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Craft and Structure:**

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**Integration of Knowledge and Ideas:**

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

### **RF: Foundational Skills**

#### **Print Concepts:**

RF.K.1.A Follow words from left to right, top to bottom, and page by page.

RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.

RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.

#### **Phonological Awareness:**

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.K.2.A Recognize and produce rhyming words.

RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.

RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)

RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**Phonics and Word Recognition:**

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

**W: Writing Standards**

**Text Types and Purposes:**

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**Research to Build and Present Knowledge:**

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**SL: Speaking & Listening Standards**

**Comprehension and Collaboration:**

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

**Presentation of Knowledge and Ideas:**

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

## L: Language Standards

### Conventions of Standard English:

K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### Vocabulary Acquisition and Use:

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

## Science Standards

### Scientific Knowledge

5.1.P.C.1 Interacting with peers and adults to share questions and explorations about the natural world builds young learners' scientific knowledge.

5.1.P.D.1 Represent observations and work through drawing, recording data, and "writing."

5.3.P.A.1 Investigate and compare the basic physical characteristics of plants, humans, and other animals.

5.3.P.C.1 Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., dig outside in the soil to investigate the kinds of animal life that live in and around the ground).

5.3.P.D.1 Observe and record change over time and cycles of change that affect living things

5.4.P.F.1 Observe and record weather.

## Technology Standards

Standard 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

**Suggested Resources:**

- Pair-It books
- Weather Journals
- National Geographics Leveled Text
- Santilana Series
- Oxford Dictionaries
- Writing Journals (Landscape Picture Journals for Sequencing)
- Grammar & Vocabulary Workshop
- Steck Vaughn Phonics Books
- Steck Vaughn Vocabulary Connections
- Web resources related to specific topics
- Brainpop.com Series
- United Streaming
- Storylineonline.net
- Book: The Very Hungry Caterpillar
- Reading A-Z
- Starfall.com
- Raz Kids
- Technology websites and resources to support ACCESS 2.0

**Assessment:**

- Oral Participation & Class Discussion
- Portfolio Assessments
- Teacher Observation
- Writing Samples
- ACCESS 2.0

### Kindergarten - Unit 3 Overview

**Content Area:** English Language Arts / Social Studies (English Language Learners)

**Unit Title:** People, Places and Environments

**Unit Overview/Rationale:** Our People, Places and Environment Unit will allow students to recognize significant people and places in their school & community. Students will also learn and explore ways of becoming good citizens in their community. This unit will integrate the four domains of English Language Proficiency aligned to WIDA Standards, listening, speaking, reading and writings skills.

**Essential Questions:**

- Who are the different people in the school and community?
- What is a citizen?
- How can one be a good citizen?
- Why are rules important?
- Why should people be treated fairly?

**Enduring Understandings:**

**Students will be able to (SWBAT):**

- Describe why rules are important
- Identify and utilize key vocabulary associated with describing people and places within the school and community
- Express why it's important to be a good citizen
- Utilize specific academic language in conversations and discussions
- Listening, Speaking, Reading and Writing about people, places, and environments

**Strategies and Modifications:**

[Link to strategies and modifications](#)

**STANDARDS**

*WIDA STANDARDS: Adopted from 2012 ELD Standards*

<p>English Language Development Standard 1</p>	<p><b>Social and Instructional Language:</b> English language learners communicate for Social and Instructions purposes within the school setting.</p>
<p>English Language Development Standard 2</p>	<p><b>The Language of Language Arts:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>
<p>English Language Development Standard 3</p>	<p><b>The Language of Mathematics:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.</p>
<p>English Language Development Standard 4</p>	<p><b>The Language of Science:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.</p>
<p>English Language Development Standard 5</p>	<p><b>The Language of Social Studies:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>

## ELA Common Core: Kindergarten

### RI: Reading Standards for Informational Text

#### Key Ideas and Details:

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

#### Craft and Structure:

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

#### Integration of Knowledge and Ideas:

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

**RF: Foundational Skills**

**Print Concepts:**

- RF.K.1.A Follow words from left to right, top to bottom, and page by page.
- RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.
- RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.

**Phonological Awareness:**

- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.2.A Recognize and produce rhyming words.
- RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.
- RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.
- RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)
- RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**Phonics and Word Recognition:**

- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

## W: Writing Standards

### Text Types and Purposes:

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

### Research to Build and Present Knowledge:

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## SL: Speaking & Listening Standards

### Comprehension and Collaboration:

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

### Presentation of Knowledge and Ideas:

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

## L: Language Standards

### Conventions of Standard English:

K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Vocabulary Acquisition and Use:**

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

**Social Studies Standards**

- 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.
- 6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community.
- 6.1.P.B.2 Identify, discuss, and role-play the duties of a range of community
- 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.

**Technology**

Standard 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

**Suggested Resources:**

- Pair-It books
- National Geographic Levelled Text
- Santilana Series
- Oxford Dictionaries

**Assessment:**

- Oral Participation & Class Discussion
- Portfolio Assessments
- Teacher Observation
- Writing Samples

<ul style="list-style-type: none"> <li>● Writing Journals (Picture Journals)</li> <li>● Grammar &amp; Vocabulary Workshop</li> <li>● Steck Vaughn Phonics Books</li> <li>● Steck Vaughn Vocabulary Connections</li> <li>● Web resources related to specific topics</li> <li>● Brainpop.com Series</li> <li>● United Streaming</li> <li>● Storylineonline.net</li> <li>● Reading A-Z</li> <li>● Starfall.com</li> <li>● Raz Kids</li> <li>● Technology websites and resources to support ACCESS 2.0</li> </ul>	<ul style="list-style-type: none"> <li>● ACCESS 2.0</li> </ul>
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<b>Grade 1 - Unit 1 Overview</b>	
<b>Content Area:</b> English Language Arts / Social Studies (English Language Learners)	
<b>Unit Title:</b> Holidays and Cultural Activities	
<b>Unit Overview/Rationale:</b> Our Holidays and Cultural Activities Unit will expose students to the language and traditions of American holidays and holidays celebrated among our student population. This unit will integrate the	<b>Essential Questions:</b> How are holidays celebrated in the United States? How do they influence my life and the world around me?

four domains of English Language Proficiency aligned to WIDA Standards, listening, speaking, reading and writings skills.

What words can I use to describe the holidays?  
How are American holidays similar/different from holidays celebrated in other countries?

**Enduring Understandings:**

**Students will be able to (SWBAT):**

- Describe how holidays are celebrated in the United States and how they are similar and different from those of our student population
- Identify and utilize key vocabulary associated with holidays and cultural activities studied
- Express and create their awareness of the various holidays and cultural activities
- Utilize specific academic language in conversations and discussions
- Listening, Speaking, Reading and Writing about celebrations and holidays within the United States

**Strategies and Modifications:**

[Link to strategies and modifications](#)

**STANDARDS**

WIDA STANDARDS: *Adopted from 2012 ELD Standards*

English Language Development Standard 1

**Social and Instructional Language:** English language learners communicate for Social and Instructions purposes within the school setting.

English Language Development Standard 2

**The Language of Language Arts:** English language learners communicate information, ideas and concepts necessary for academic

	success in the content area of Language Arts.
English Language Development Standard 3	<b>The Language of Mathematics:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
English Language Development Standard 4	<b>The Language of Science:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
English Language Development Standard 5	<b>The Language of Social Studies:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**ELA Common Core: Grade 1**

**RI: Reading Standards for Informational Text**

**Key Ideas and Details**

[RI.1.1](#) Ask and answer questions about key details in a text.

[RI.1.2](#) Identify the main topic and retell key details of a text.

[RI.1.3](#) Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Craft and Structure:**

[RI.1.4](#) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

[RI.1.5](#) Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

[RI.1.6](#) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**Integration of Knowledge and Ideas:**

[RI.1.7](#) Use the illustrations and details in a text to describe its key ideas.

[RI.1.8](#) Identify the reasons an author gives to support points in a text.

[RI.1.9](#) Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**Range of Reading and Level of Text Complexity:**

[RI.1.10](#) With prompting and support, read informational texts appropriately complex for grade 1.

**RF: Reading Standards for Foundational Skills**

**Print Concepts:**

[RF.1.1](#) Demonstrate understanding of the organization and basic features of print.

**Phonological Awareness:**

[RF.1.2](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**Phonics and Word Recognition:**

[RF.1.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

**Fluency:**

[RF.1.4](#) Read with sufficient accuracy and fluency to support comprehension.

**W: Writing Standards**

**Text Types and Purposes:**

[W.1.2](#) Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**Production and Distribution of Writing:**

[W.1.5](#) With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**Research to Build and Present Knowledge:**

[W.1.8](#) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## SL: Speaking and Listening Standards

### Comprehension & Collaboration:

- [SL.1.1](#) Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- [SL.1.2](#) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- [SL.1.3](#) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### Presentation of Knowledge and Ideas:

- [SL.1.4](#) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- [SL.1.5](#) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- [SL.1.6](#) Produce complete sentences when appropriate to task and situation.

## L: Language Standards

### Conventions of Standard English:

- [L.1.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [L.1.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Vocabulary Acquisition and Use:

[L.1.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

**Social Studies Standards**

**Civics:**

6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others

**History, Cultural and Perspectives:**

6.1.P.D.2 Demonstrate an understanding of family roles and traditions.

**Technology**

Standard 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

**Suggested Resources:**

- Pair-It books
- National Geographics Leveled Text
- Santilana Series
- Oxford Dictionaries
- Writing Journals
- Grammar & Vocabulary Workshop
- Steck Vaughn Phonics Books
- Steck Vaughn Vocabulary Connections
- Web resources related to specific topics
- Brainpop.com Series

**Assessment:**

- Oral Participation & Class Discussion
- Portfolio Assessments
- Teacher Observation
- Writing Samples
- ACCESS 2.0

- United Streaming
- Storylineonline.net
- Reading A-Z
- Raz Kids
- Technology websites and resources to support ACCESS 2.0

### Grade 1 - Unit 2 Overview

**Content Area:** English Language Arts / Science (English Language Learners)

**Unit Title:** Explorations, Investigations and Discoveries

**Unit Overview/Rationale:** Our Explorations, Investigations and Discovery Unit will expose students to the language and help students understand the basics of the scientific method. Example: They will understand that weather is observable with the human senses This unit will integrate the four domains of English Language Proficiency aligned to WIDA Standards, listening, speaking, reading and writings skills.

**Essential Questions:**

How do we use our senses to observe and experience weather?  
 What can you tell about the weather?  
 What are the parts of a plant and their function?  
 What is the life cycle of a plant? Butterfly?  
 Why and how do things move?

**Enduring Understandings:**

**Students will be able to (SWBAT):**

- Describe weather patterns, different types of precipitation, changes of seasons, life cycles

of autumn harvest and butterflies, animal & plant behaviors, our five senses and their understanding of motion.

- Identify and utilize key vocabulary associated with explorations, investigations and discoveries.
- Express and create their awareness of how weather changes, how animals and plant behavior affect their environment, life cycles of apples, pumpkins and butterflies and use their senses to help organize data .
- Utilize specific academic language in conversations and discussions
- Listening, Speaking, Reading and Writing about observations made during the discoveries made in this unit.

**Strategies and Modifications:**

[Link to strategies and modifications](#)

**STANDARDS**

WIDA STANDARDS: *Adopted from 2012 ELD Standards*

English Language Development Standard 1

**Social and Instructional Language:** English language learners communicate for Social and Instructions purposes within the school setting.

English Language Development Standard 2

**The Language of Language Arts:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

English Language Development Standard 3

**The Language of Mathematics:** English language

	learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
English Language Development Standard 4	<b>The Language of Science:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
English Language Development Standard 5	<b>The Language of Social Studies:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
<b>ELA Common Core: Grade 1</b>	
<b>RI: Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
<p><a href="#">RI.1.1</a> Ask and answer questions about key details in a text.</p> <p><a href="#">RI.1.2</a> Identify the main topic and retell key details of a text.</p> <p><a href="#">RI.1.3</a> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	
<b>Craft and Structure:</b>	

- [RI.1.4](#) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- [RI.1.5](#) Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- [RI.1.6](#) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**Integration of Knowledge and Ideas:**

- [RI.1.7](#) Use the illustrations and details in a text to describe its key ideas.
- [RI.1.8](#) Identify the reasons an author gives to support points in a text.
- [RI.1.9](#) Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**Range of Reading and Level of Text Complexity:**

- [RI.1.10](#) With prompting and support, read informational texts appropriately complex for grade 1.

**RF: Reading Standards for Foundational Skills**

**Print Concepts:**

- [RF.1.1](#) Demonstrate understanding of the organization and basic features of print.

**Phonological Awareness:**

- [RF.1.2](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**Phonics and Word Recognition:**

[RF.1.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

**Fluency:**

[RF.1.4](#) Read with sufficient accuracy and fluency to support comprehension.

**W: Writing Standards**

**Text Types and Purposes:**

[W.1.2](#) Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**Production and Distribution of Writing:**

[W.1.5](#) With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**Research to Build and Present Knowledge:**

[W.1.8](#) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**SL: Speaking and Listenings Standards**

**Comprehension & Collaboration:**

[SL.1.1](#) Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

[SL.1.2](#) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

[SL.1.3](#) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

#### **Presentation of Knowledge and Ideas:**

[SL.1.4](#) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

[SL.1.5](#) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

[SL.1.6](#) Produce complete sentences when appropriate to task and situation.

### **L: Language Standards**

#### **Conventions of Standard English:**

[L.1.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[L.1.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **Vocabulary Acquisition and Use:**

[L.1.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

### **Social Studies Standards**

**Civics:**

6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others

**History, Cultural and Perspectives:**

6.1.P.D.2 Demonstrate an understanding of family roles and traditions.

**Technology**

Standard 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

**Suggested Resources:**

- Pair-It books
- Weather Journals
- National Geographic Levelled Text
- Santilana Series
- Oxford Dictionaries
- Writing Journals
- Grammar & Vocabulary Workshop
- Steck Vaughn Phonics Books
- Steck Vaughn Vocabulary Connections
- Web resources related to specific topics
- Brainpop.com Series
- United Streaming
- Storylineonline.net

**Assessment:**

- Oral Participation & Class Discussion
- Portfolio Assessments
- Teacher Observation
- Writing Samples
- ACCESS 2.0

- Book: A Tiny Seed by Eric Carle
- Reading A-Z
- Raz Kids
- Technology websites and resources to support ACCESS 2.0

### Grade 1 - Unit 3 Overview

**Content Area:** English Language Arts / Social Studies (English Language Learners)

**Unit Title:** People, Places and Environments

**Unit Overview/Rationale:** Our People, Places and Environment Unit will allow students to explore how families are important, and how families grow and change over time. This unit will also allow students to explore and identify people and places within their different communities. This unit will integrate the four domains of English Language Proficiency alligned to WIDA Standards, listening, speaking, reading and writings skills.

**Essential Questions:**

- How are families the same/different now and long ago?
- What are different types of communities?
- How do we locate special landmarks in our community?
- How can we become good citizens within our communities?
- How should we celebrate diversity?

**Enduring Understandings:**

**Students will be able to (SWBAT):**

- Describe how families grow and change over time
- Explore ways of becoming good citizens within our communities
- Identify people and places within our communities
- Express and create awareness of the various ways one can be a good citizen
- Utilize specific academic language in conversations and discussions
- Listening, Speaking, Reading and Writing about people, places and environments

**Strategies and Modifications:**

[Link to strategies and modifications](#)

**STANDARDS**

*WIDA STANDARDS: Adopted from 2012 ELD Standards*

English Language Development Standard 1

**Social and Instructional Language:** English language learners communicate for Social and Instructions purposes within the school setting.

English Language Development Standard 2

**The Language of Language Arts:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

English Language Development Standard 3

**The Language of Mathematics:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

<p>English Language Development Standard 4</p>	<p><b>The Language of Science:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.</p>
<p>English Language Development Standard 5</p>	<p><b>The Language of Social Studies:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
<p><b>ELA Common Core: Grade 1</b></p>	
<p><b>RI: Reading Standards for Informational Text</b></p>	
<p><b>Key Ideas and Details</b></p>	
<p><a href="#">RI.1.1</a> Ask and answer questions about key details in a text.  <a href="#">RI.1.2</a> Identify the main topic and retell key details of a text.  <a href="#">RI.1.3</a> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	
<p><b>Craft and Structure:</b></p>	
<p><a href="#">RI.1.4</a> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  <a href="#">RI.1.5</a> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  <a href="#">RI.1.6</a> Distinguish between information provided by pictures or other illustrations and information provided by the words</p>	

in a text.

**Integration of Knowledge and Ideas:**

[RI.1.7](#) Use the illustrations and details in a text to describe its key ideas.

[RI.1.8](#) Identify the reasons an author gives to support points in a text.

[RI.1.9](#) Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**Range of Reading and Level of Text Complexity:**

[RI.1.10](#) With prompting and support, read informational texts appropriately complex for grade 1.

**RF: Reading Standards for Foundational Skills**

**Print Concepts:**

[RF.1.1](#) Demonstrate understanding of the organization and basic features of print.

**Phonological Awareness:**

[RF.1.2](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**Phonics and Word Recognition:**

[RF.1.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

**Fluency:**

[RF.1.4](#) Read with sufficient accuracy and fluency to support comprehension.

**W: Writing Standards**

**Text Types and Purposes:**

[W.1.2](#) Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**Production and Distribution of Writing:**

[W.1.5](#) With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**Research to Build and Present Knowledge:**

[W.1.8](#) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**SL: Speaking and Listenings Standards**

**Comprehension & Collaboration:**

[SL.1.1](#) Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults

in small and larger groups.

[SL.1.2](#) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

[SL.1.3](#) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**Presentation of Knowledge and Ideas:**

[SL.1.4](#) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

[SL.1.5](#) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

[SL.1.6](#) Produce complete sentences when appropriate to task and situation.

**L: Language Standards**

**Conventions of Standard English:**

[L.1.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[L.1.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Vocabulary Acquisition and Use:**

[L.1.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

**Social Studies Standards**

**Civics:**

6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others

**History, Cultural and Perspectives:**

6.1.P.D.2 Demonstrate an understanding of family roles and traditions.

**Technology**

Standard 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

**Suggested Resources:**

- Pair-It books
- National Geographics Leveled Text
- Santilana Series
- Oxford Dictionaries
- Writing Journals
- Grammar & Vocabulary Workshop
- Steck Vaughn Phonics Books
- Steck Vaughn Vocabulary Connections
- Web resources related to specific topics
- Brainpop.com Series
- United Streaming
- Storylineonline.net
- Reading A-Z
- Raz Kids
- Technology websites and resources to support ACCESS 2.0

**Assessment:**

- Oral Participation & Class Discussion
- Portfolio Assessments
- Teacher Observation
- Writing Samples
- ACCESS 2.0

### Grade 2-3 Unit 1 Overview

**Content Area:** English Language Arts/ Social Studies English Language Learners

**Unit Title:** Holidays and Cultural Activities

**Unit Overview/Rationale:** Our Holidays and Cultural Activities Unit will expose students to the language and traditions of American holidays and holidays celebrated among our student population. This unit will integrate the four domains of English Language Proficiency aligned to WIDA Standards, listening, speaking, reading and writings skills. domains of English Language Proficiency aligned to WIDA Standards, listening, speaking, reading and writings skills.

**Essential Questions:**

- How are holidays celebrated in the United States?
- How do they influence my life and the world around me?
- What words can I use to describe the holidays?

**Enduring Understandings:**

**Students will be able to (SWBAT):**

- Describe how holidays are celebrated in the United States and how they are similar and different from those of our student population
- Identify and utilize key vocabulary associated with holidays and cultural activities studied
- Express and create their awareness of the various holidays and cultural activities
- Utilize specific academic language in conversations and discussions
- Listening, Speaking, Reading and Writing about celebrations and holidays within the United States

**Strategies and Modifications:**  
[Link to strategies and modifications](#)

**STANDARDS**

*WIDA STANDARDS: Adopted from 2012 ELD Standards*

English Language Development Standard 1

**Social and Instructional Language:** English language learners communicate for Social and Instructions purposes within the school setting.

English Language Development Standard 2

**The Language of Language Arts:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

English Language Development Standard 3

**The Language of Mathematics:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

English Language Development Standard 4

**The Language of Science:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

English Language Development Standard 5

**The Language of Social Studies:** English language learners communicate information,

ideas and concepts necessary for academic success in the content area of Social Studies.

ELA Common Core: Grades 2 -3

RI: Reading Standards for Informational Text

Key Ideas and Details

**RI.2.1:** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

**RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RI.2.2:** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

**RI.3.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**RI.2.3:** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**RI.3.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

**RI.2.4:** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

**RI.3.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**RI.2.5:** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text quickly and efficiently.

**RI.3.5:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.

**RI.2.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**RI.3.6:** Distinguish their own point of view from that of the author of a text.

#### Integration of Knowledge and Ideas

**RI.2.7:** Explain how specific images and other illustrations contribute to and clarify a text (e.g., show how something works).

**RI.3.7:** Use information gained from illustrations, other visual elements (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**RI.2.8:** Describe how reasons support specific points the author makes in a text.

**RI.3.8:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**RI.2.9:** Compare and contrast the most important points presented by two texts on the same topic.

**RI.3.9:** Compare and contrast the most important points and key details presented in two texts on the same topic.

#### Range of Reading and Level of Text Complexity

**RI.2.10:** By the end of year, read and comprehend informational texts, including historical, scientific and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**RI.3.10:** By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band independently and proficiently.

### RF: Foundational Skills: Second - Third Grade

#### Print Concepts

**RF.2.1:** Demonstrate understanding of the organization and basic features of print.

1. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**RF.3.1:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.

#### Phonological Awareness

**RF.2.2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words .
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**RF.3.2:** Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Phonics and Word Recognition

**RF.2.3:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

**RF.3.1:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multisyllable words.
- d. Read grade-appropriate irregularly spelled words

#### Fluency

**RF.2.4:** Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**RF.3.2:** Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SL: Speaking, Listening, and Writing: Second & Third Grade

Comprehension and Collaboration

**SL.2.1:** Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**W.2.5:** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- c. Explain their own ideas and understanding in light of the discussion

**W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**Social Studies Standards**

- 6.1.4.D.17:** Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.1.4.D.18:** Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.4.D.20:** Describe why it is important to understand the perspective of other cultures in an interconnected world.

**Technology**

Standard 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

**21<sup>st</sup> Century Content Standards if needed**

<http://www.state.nj.us/education/cccs/2014/career/92.pdf>

**Suggested Resources:**

- Pair-It books
- National Geographic's Leveled Text
- Santilana Series
- Oxford Dictionaries
- Grammar & Vocabulary Workshop
- Steck Vaughn Phonics Books
- Steck Vaughn Vocabulary Connections
- Web resources related to specific topics
- Brainpop.com Series
- United Streaming
- Storylineonline.net
- Reading A-Z

**Assessment:**

- Oral Participation & Class Discussion
- Portfolio Assessments
- Teacher Observation
- Writing Samples
- ACCESS 2.0

- Raz Kids
- Technology websites and resources to support ACCESS 2.0

### Grade 2-3 Unit 2 Overview

**Content Area:** English Language Arts/ Science English Language Learners

**Unit Title:** Explorations, Investigations & Discoveries

**Unit Overview/Rationale:** This unit will allow students to explore and investigate grade appropriate topics in science including but not limited to observing matter, animal and plant survival, changes to the earth, composition of earth, living world, plant and animal habitats. This unit will integrate the four domains of English Language Proficiency aligned to WIDA Standards, listening, speaking, reading and writings skills.

**Essential Questions:**

- What are some of the changes you observe in the world around you?
- How does the world around me change?
- What is matter & how do the properties of matter affect its behavior?
- How do plants and animals adapt in order to survive?
- What are living things made of & how do living things grow?
- How and why do you classify living things?
- What are the similar characteristics of living things?
- How are living things and the physical world connected?
- Why is the Earth such a special place?
- What is our world made of, how has it changed and how will it continue to change?
- How does the process of scientific inquiry help us learn?

**Enduring Understandings:**

**Students will be able to (SWBAT):**

- Describe how the world around us changes and impacts our lives
- Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.
- Understand the fundamental concepts, principles, and interconnections of physical and Earth/space sciences.

- Know and apply concepts that describe how living things interact with each other and with their environment.
- Identify and utilize key vocabulary associated with explorations, investigations & discoveries
- Express why it is important that some things change, generalize how plants and animals differ, how is it evident that matter has changed.
- Utilize specific academic language in conversations and discussions
- Listening, Speaking, Reading and Writing about explorations, investigations and discoveries

**Strategies and Modifications:**

[Link to strategies and modifications](#)

**STANDARDS**

WIDA STANDARDS: *Adopted from 2012 ELD Standards*

English Language Development Standard 1

**Social and Instructional Language:** English language learners communicate for Social and Instructional purposes within the school setting.

English Language Development Standard 2

**The Language of Language Arts:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

English Language Development Standard 3

**The Language of Mathematics:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of

	Mathematics.
English Language Development Standard 4	<b>The Language of Science:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
English Language Development Standard 5	<b>The Language of Social Studies:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
ELA Common Core: Grades 2 - 3	

RI: Reading Standards for Informational Text

Key Ideas and Details

**RI.2.1:** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

**RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RI.2.2:** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

**RI.3.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**RI.2.3:** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**RI.3.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

**RI.2.4:** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

**RI.3.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language

**RI.2.5:** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text quickly and efficiently.

**RI.3.5:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.

**RI.2.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**RI.3.6:** Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

**RI.2.7:** Explain how specific images and other illustrations contribute to and clarify a text (e.g., show how something works).

**RI.3.7:** Use information gained from illustrations, other visual elements (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**RI.2.8:** Describe how reasons support specific points the author makes in a text.

**RI.3.8:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**RI.2.9:** Compare and contrast the most important points presented by two texts on the same topic.

**RI.3.9:** Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

**RI.2.10:** By the end of year, read and comprehend informational texts, including historical, scientific and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**RI.3.10:** By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band independently and proficiently.

RF: Foundational Skills: Second - Third Grade

Print Concepts

**RF.2.1:** Demonstrate understanding of the organization and basic features of print.

2. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**RF.3.1:** Know and apply grade-level phonics and word analysis skills in decoding words.

b. Identify and know the meaning of the most common prefixes and derivational suffixes.

Phonological Awareness

**RF.2.2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words .
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**RF.3.2:** Read with sufficient accuracy and fluency to support comprehension.

- d. Read on-level text with purpose and understanding.
- e. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.
- f. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Phonics and Word Recognition

**RF.2.3:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

**RF.3.1:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multisyllable words.
- d. Read grade-appropriate irregularly spelled words

#### Fluency

**RF.2.4:** Read with sufficient accuracy, rereading as necessary.

SL: Speaking, Listening, and Writing: Second - Third Grade

Comprehension and Collaboration

**SL.2.1:** Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups.

- d. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- e. Build on others' talk in conversations by linking their comments to the remarks of others.
- f. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**W.2.5:** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- d. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- e. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- f. Explain their own ideas and understanding in light of the discussion

**W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**Science Standards**

**5.1.4.D.1** Actively participate in discussions about student data, questions, and understandings.

**5.1.4.D.2** Work collaboratively to pose, refine, and evaluate questions, investigations, models, and theories.

**5.1.8.D.1** Engage in multiple forms of discussion in order to process, make sense of, and learn from others'

**5.1.8.D.2** Engage in productive scientific discussion practices during conversations with peers, both face-to-face and virtually, in the context of scientific investigations and model-building.

**5.2.2.A.1** Sort and describe objects based on the materials of which they are made and their physical properties.

**5.2.2.A.2** Identify common objects as solids, liquids, or gases.

**5.2.2.B.1** Generate accurate data and organize arguments to show that not all substances respond the same way when heated or cooled, using common materials, such as shortening or candle wax.

**5.3.2.A.1** Group living and nonliving things according to the characteristics that they share.

- 5.3.4.A.1** Develop and use evidence-based criteria to determine if an unfamiliar object is living or nonliving.
- 5.3.4.A.2** Compare and contrast structures that have similar functions in various organisms, and explain how those functions may be carried out by structures that have different physical appearances.
- 5.3.2.B.1** Describe the requirements for the care of plants and animals related to meeting their energy needs.
- 5.3.2.B.2** Compare how different animals obtain food and water.
- 5.3.2.C.1** Describe the ways in which organisms interact with each other and their habitats in order to meet basic needs.
- 5.3.2.C.2** Identify the characteristics of a habitat that enable the habitat to support the growth of many different plants and animals.
- 5.3.2.C.3** Communicate ways that humans protect habitats and/or improve conditions for the growth of the plants and animals that live there, or ways that humans might harm habitats.
- 5.3.2.E.2** Describe how similar structures found in different organisms (e.g., eyes, ears, mouths) have similar functions and enable those organisms to survive in different environments.
- 5.3.4.B.1** Identify sources of energy (food) in a variety of settings (farm, zoo, ocean, forest).
- 5.3.4.D.1** Compare the physical characteristics of the different stages of the life cycle of an individual organism, and compare the characteristics of life stages among species
- 5.4.2.A.1** Determine a set of general rules describing when the Sun and Moon are visible based on actual sky observations.
- 5.4.4.B.1** Use data gathered from observations of fossils to argue whether a given fossil is terrestrial or marine in origin.
- 5.4.4.C.1** Create a model to represent how soil is formed.
- 5.4.4.C.2** Categorize unknown samples as either rocks or minerals.
- 5.4.4.E.1** Develop a general set of rules to predict temperature changes of Earth materials, such as water, soil, and sand, when placed in the Sun and in the shade.

## Technology

Standard 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

## 21<sup>st</sup> Century Content Standards if needed

<http://www.state.nj.us/education/cccs/2014/career/92.pdf>

Suggested Resources:

Assessment:

- Pair-It books
- National Geographic Leveled Text
- Santilana Series
- Oxford Dictionaries
- Grammar & Vocabulary Workshop
- Steck Vaughn Phonics Books
- Steck Vaughn Vocabulary Connections
- Web resources related to specific topics
- Brainpop.com Series
- United Streaming
- Storylineonline.net
- Reading A-Z
- Raz Kids
- Technology websites and resources to support ACCESS 2.0

- Oral Participation & Class Discussion
- Portfolio Assessments
- Teacher Observation
- Writing Samples
- ACCESS 2.0

### Grade 2-3 Unit 3 Overview

**Content Area:** English Language Arts/ Social Studies English Language Learners

**Unit Title:** People, Places and Environments

**Unit Overview/Rationale:** This unit will allow students to recognize and evaluate the significant people and events that shape their

**Essential Questions:**

- What is a community?
- Why do you communities need rules and

home town and other cities of the world. They will analyze the experiences of groups of people who have made historical and cultural contributions to their community and compare it with other communities. Students will understand the relationship between the local government and the community. They will also recognize major bodies of land and water. This unit will integrate the four domains of English Language Proficiency aligned to WIDA Standards, listening, speaking, reading and writings skills.

laws?

- How do different customs and cultural traditions shape your community?
- What important physical characteristics create the identity of your community?
- What are the advantages and disadvantages to urban, rural and suburban areas?
- What are the levels of government at local, state and government levels?
- Why is it important to use maps?
- What are some features on maps/globes?
- What are natural resources, and how do people use them?
- How do government and culture influence the development of a community?
- How does the environment affect communities?

**Enduring Understandings:**

**Students will be able to (SWBAT):**

- Describe how the world around us changes and impacts our lives, why and how communities develop differently, what each symbol on the United States flag represents and discuss the significance of various United States symbols.
- Identify and utilize key vocabulary associated with people, places and environments, identify and locate major geographical features around the world and in the United States.
- Express why it is important to be part of a community and examine their roles as citizens of the community, and how several factors (culture, history, geography, people and government) shape the development of a community, and understand how geography

influences where people choose to live and why.

- Utilize specific academic language in conversations and discussions
- Listening, Speaking, Reading and Writing about explorations, investigations and discoveries

**Strategies and Modifications:**

[Link to strategies and modifications](#)

**STANDARDS**

WIDA STANDARDS: *Adopted from 2012 ELD Standards*

English Language Development  
Standard 1

**Social and Instructional Language:** English language learners communicate for Social and Instructions purposes within the school setting.

English Language Development  
Standard 2

**The Language of Language Arts:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

English Language Development  
Standard 3

**The Language of Mathematics:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

English Language Development  
Standard 4

**The Language of Science:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

English Language Development

**The Language of Social Studies:** English language learners

Standard 5

communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

ELA Common Core: Grades 2 - 3

**RI: Reading Standards for Informational Text**

**Key Ideas and Details**

**RI.2.1:** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

**RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RI.2.2:** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

**RI.3.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**RI.2.3:** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**RI.3.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**Craft and Structure**

**RI.2.4:** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

**RI.3.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**RI.2.5:** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text quickly and efficiently.

**RI.3.5:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.

**RI.2.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**RI.3.6:** Distinguish their own point of view from that of the author of a text.

#### Integration of Knowledge and Ideas

**RI.2.7:** Explain how specific images and other illustrations contribute to and clarify a text (e.g., show how something works).

**RI.3.7:** Use information gained from illustrations, other visual elements (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**RI.2.8:** Describe how reasons support specific points the author makes in a text.

**RI.3.8:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**RI.2.9:** Compare and contrast the most important points presented by two texts on the same topic.

**RI.3.9:** Compare and contrast the most important points and key details presented in two texts on the same topic.

#### Range of Reading and Level of Text Complexity

**RI.2.10:** By the end of year, read and comprehend informational texts, including historical, scientific and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**RI.3.10:** By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band independently and proficiently.

#### RF: Foundational Skills: Second - Third Grade

##### Print Concepts

**RF.2.1:** Demonstrate understanding of the organization and basic features of print.

3. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**RF.3.1:** Know and apply grade-level phonics and word analysis skills in decoding words.

c. Identify and know the meaning of the most common prefixes and derivational suffixes.

#### Phonological Awareness

**RF.2.2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words .
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**RF.3.2:** Read with sufficient accuracy and fluency to support comprehension.

- g. Read on-level text with purpose and understanding.
- h. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.
- i. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Phonics and Word Recognition

**RF.2.3:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

**RF.3.1:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multisyllable words.
- d. Read grade-appropriate irregularly spelled words

Fluency

**RF.2.4:** Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**RF.3.2:** Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SL: Speaking, Listening, and Writing: Second - Third Grade

Comprehension and Collaboration

**SL.2.1:** Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups.

- g. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- h. Build on others' talk in conversations by linking their comments to the remarks of others.
- i. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**W.2.5:** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- g. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- h. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- i. Explain their own ideas and understanding in light of the discussion

**W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and

editing.

### Social Studies Standards

**6.1.4.D.17:** Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

**6.1.4.D.18:** Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

**6.1.4.D.20:** Describe why it is important to understand the perspective of other cultures in an interconnected world.

### Technology

Standard 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

### 21<sup>st</sup> Century Content Standards if needed

<http://www.state.nj.us/education/cccs/2014/career/92.pdf>

#### Suggested Resources:

- Pair-It books
- National Geographic's Leveled Text
- Santillana Series
- Oxford Dictionaries
- Grammar & Vocabulary Workshop
- Steck Vaughn Phonics Books
- Steck Vaughn Vocabulary Connections
- Web resources related to specific topics

#### Assessment:

- Oral Participation & Class Discussion
- Mainstream Reading Benchmark Assessment
- Mainstream Math Benchmark Assessments
- Other Portfolio Assessments
- Teacher Observation
- Writing Samples

- Brainpop.com Series
- United Streaming
- Storylineonline.net
- Reading A-Z
- Raz Kids
- Technology websites and resources to support ACCESS 2.0

### Grade 4-5 Unit 1 Overview

**Content Area:** English Language Arts/ Social Studies (English Language Learners)

**Unit Title:** Holidays and Cultural Activities

**Unit Overview/Rationale:** Our Holidays and Cultural Activities Unit will expose students to the language and traditions of American holidays and holidays celebrated among our student population. It will also explore and identify characteristics of Native American history and early explorers. This unit will integrate the four domains of English Language Proficiency aligned to WIDA Standards, listening, speaking, reading and writing skills.

**Essential Questions:**

- How are holidays celebrated in the United States?
- How do they influence my life and the world around me?
- What language/vocabulary is used to describe the holidays?
- How did Native American History and early exploration shape our nation today?

**Enduring Understandings:**

**Students will be able to (SWBAT):**

- Describe how holidays are celebrated in the United States and how they are similar to and different from those of our student population
- Identify and utilize key vocabulary associated with holidays, cultural activities, Native American history, and the objects and people related to early exploration and discovery of the Americas
- Express and create awareness of the various holidays and cultural activities celebrated in the U.S. and other nations
- Utilize specific academic language in conversations and discussions
- Speak about Native American tribes (w/ irregular plurals), and the exploration and discovery of the Americas with proper nouns
- Read about the dwellings, artifacts, and occupations of Native Americans, as well as early explorers
- Write about life as a Native American in the past tense using regular and irregular verbs; write about an early explorer using proper nouns
- Study the dress, food, customs, and surroundings of the Pilgrims and Native Americans

**Strategies and Modifications:**

[Link to strategies and modifications](#)

**STANDARDS**

WIDA STANDARDS: *Adopted from 2012 ELD Standards*

English Language Development Standard 1

**Social and Instructional Language:** English language learners communicate for Social and

	Instructions purposes within the school setting.
English Language Development Standard 2	<b>The Language of Language Arts:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
English Language Development Standard 3	<b>The Language of Mathematics:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
English Language Development Standard 4	<b>The Language of Science:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
English Language Development Standard 5	<b>The Language of Social Studies:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

ELA Common Core: Grades 4 - 5

RI: Reading Standards for Informational Text

### Key Ideas and Details

**RI.4.2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**RI.5.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**RI.4.3:** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**RI.5.3:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

### Craft and Structure

**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.5.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

**RI.4.5:** Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text.

**RI.5.5:** Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.

### Integration of Knowledge and Ideas

**RI.4.7:** Interpret factual information presented graphically or visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text in which they appear.

**RI.4.8:** Explain how an author uses reasons and evidence to support particular points in a text.

**RI.5.8:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).

### RF: Foundational Skills: Fourth - Fifth Grade

#### Phonics and Word Recognition

**RF.4.1:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

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

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

#### SL: Speaking and Listening: Fourth - Fifth Grade

##### Comprehension and Collaboration

**SL.4.1-5.1:** Engage effectively in range of collaborative discussions (one-on-one and in groups) on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

#### W: Writing Standards: Fourth - Fifth Grade

##### Text Types and Purposes

**W.4.2-5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

- c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing

**W.4.5-5.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.4.6-5.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing (using the keyboard) as well as to interact and collaborate with others.

**Social Studies Standards**

**Fourth Grade:**

6.1.4.B.1-10, 6.1.4.C.15, 6.1.4.D.10, 6.1.4.D.13-15, 6.1.4.D.18-20

**Fifth Grade:**

6.1.8.B.1.a, 6.1.8.B.1.b, 6.1.8.B.2.a; 6.2.8.A.1.a; 6.2.8.B.1.a; 6.2.8.C.1.a,b

**Technology**

Standard 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

**21<sup>st</sup> Century Content Standards if needed**

<http://www.state.nj.us/education/cccs/2014/career/92.pdf>

**Suggested Resources:**

- Pair-It books
- National Geographics Leveled Text
- Santilana Series

**Assessment:**

- Vocabulary Matching
- Oral Participation & Class Discussion
- ACCESS 2.0

<ul style="list-style-type: none"> <li>● Oxford Picture Dictionaries for the Content Areas</li> <li>● Steck Vaughn Phonics Books</li> <li>● Steck Vaughn Vocabulary Connections</li> <li>● Sadlier-Oxford Vocabulary Workshop (and online)</li> <li>● ESL Brain Pop</li> <li>● Reading A-Z</li> <li>● Raz Kids</li> <li>● Web resources related to specific topics</li> <li>● Technology websites and resources to support ACCESS 2.0</li> </ul>	<ul style="list-style-type: none"> <li>● Other Portfolio Assessments</li> <li>● Teacher Observation</li> <li>● Writing Samples</li> </ul>
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<b>Grade 4-5 Unit 2 Overview</b>	
<b>Content Area:</b> English Language Arts/ Science (English Language Learners )	
<b>Unit Title:</b> Explorations, Investigations, & Discoveries	
<p><b>Unit Overview/Rationale:</b> This unit will allow students to explore and investigate grade appropriate topics in science including simple machines, Earth and space, living things, and</p>	<p><b>Essential Questions:</b>            What are some of the changes you observe in the world around you?            How does the world around me change?</p>

the human body. This unit will integrate the four domains of English Language Proficiency aligned to WIDA Standards, listening, speaking, reading and writing skills.

How do forces, motion, and simple machines impact our everyday life?  
 How do all of the things we see in the sky effect our universe?  
 How does knowing the difference between living and non-living things help us to understand the world around us?  
 How do our body parts, systems, and senses help us function in the world?

**Enduring Understandings:**

**Students will be able to (SWBAT):**

- Describe how the world around us changes and impacts our lives
- Identify and utilize key vocabulary associated with simple machines, Earth and space, living things, and the human body
- Express why it is important that some things change
- Understand what work is and how force is measured.
- Identify objects in the universe and our solar systems and its parts.
- Identify relationships between the sun, Earth, and the moon.
- Differentiate between characteristics of living and non-living things.
- Identify body parts and systems.
- Describe how the skeletal, muscular, respiratory, circulatory, nervous, and digestive systems of the body work.
- Utilize specific academic language in the domain of science in conversations and discussions
- Listen, Speak, Read and Write about simple machines, Earth and space, living things, and the human body.

**Strategies and Modifications:**

[Link to strategies and modifications](#)

**STANDARDS**

WIDA STANDARDS: *Adopted from 2012 ELD Standards*

English Language Development  
Standard 1

**Social and Instructional Language:** English language learners communicate for Social and Instructional purposes within the school setting.

English Language Development  
Standard 2

**The Language of Language Arts:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

English Language Development  
Standard 3

**The Language of Mathematics:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

English Language Development  
Standard 4

**The Language of Science:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

English Language Development  
Standard 5

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

ELA Common Core: Grades 4 - 5

RI: Reading Standards for Informational Text

Key Ideas and Details

**RI.4.2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**RI.5.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**RI.4.3:** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**RI.5.3:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

**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.5.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

**RI.4.5:** Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text.

**RI.5.5:** Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.

Integration of Knowledge and Ideas

**RI.4.7:** Interpret factual information presented graphically or visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text in which they appear.

**RI.4.8:** Explain how an author uses reasons and evidence to support particular points in a text.

**RI.5.8:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).

**RF: Foundational Skills: Fourth - Fifth Grade**

**Phonics and Word Recognition**

**RF.4.1:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

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

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

**SL: Speaking and Listening: Fourth - Fifth Grade**

**Comprehension and Collaboration**

**SL.4.1-5.1:** Engage effectively in range of collaborative discussions (one-on-one and in groups) on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**W: Writing Standards: Fourth - Fifth Grade**

**Text Types and Purposes**

- W.4.2-5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing

**W.4.5-5.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.4.6-5.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing (using the keyboard) as well as to interact and collaborate with others.

**Science Standards**

**Fourth Grade:**

5.3.4.A.1-3, 5.2.4.E.1-4

**Fifth Grade:**

5.1.8 A,B,C; 5.2.8 A,B; 5.3.8 A,B,C,D; 5.4.8 A,B;  
5.9.8 A ,B,C; 5.2.8 A,B; 5.3.8 A,B,C,D; 5.4.8. A,B; 5.4.8 C1; 5.7.8 A,B; 5.8.8 A-D; 5.9.8 B-D;

**Technology**

Standard 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

**21<sup>st</sup> Century Content Standards if needed**

<http://www.state.nj.us/education/cccs/2014/career/92.pdf>

**Suggested Resources:**

- Pair-It books
- National Geographics Leveled Text
- Santilana Series
- Oxford Picture Dictionaries for the Content Areas
- Steck Vaughn Phonics Books
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- ESL Brain Pop
- Reading A-Z
- Raz Kids
- Web resources related to specific topics
- Technology websites and resources to support ACCESS 2.0

**Assessment:**

- Vocabulary Matching
- Oral Participation & Class Discussion
- ACCESS 2.0
- Other Portfolio Assessments
- Teacher Observation
- Writing Samples

**Grade 4-5 Unit 3 Overview**

**Content Area:** English Language Arts/ Social Studies (English Language Learners)

**Unit Title:** People, Places, and Environment

**Unit Overview/Rationale:** This unit will

**Essential Questions:**

allow students to recognize and evaluate the significant people and events that shaped our country and government. They will analyze the experiences of groups of people who have made historical and cultural contributions to the US. They will also study climate and its effect on the geography of our land. This unit will integrate the four domains of English Language Proficiency aligned to WIDA Standards, listening, speaking, reading and writing skills.

How do geography, people, and key events connect to shape a region?  
 How does climate and weather effect people, geography, the environment?  
 How did significant people and events in history shape our nation?  
 What is the purpose of government and what does it mean to be free?

**Enduring Understadings:**

**Students will be able to (SWBAT):**

- Describe climate zones, land biomes, and their features.
- Identify characteristics of the regions of the United States.
- Identify and discuss characteristics, items, and people associated with the Revolutionary War, Civil War, and World Wars.
- Identify significant people and movements in U.S. history, such as immigration, The Great Depression, and Civil Rights Movement.
- Discuss the amendments in the Bill of Rights.
- Discuss the importance and significance of the Unites States Constitution.
- Identify the parts of the U.S. government.
- Express rights and responsibilities of United States citizens.
- Identify early U.S. presidents and political terms and acts.
- Identify and utilize key vocabulary associated with climate/weather, environment, United States history, and government.
- Utilize specific academic language in conversations and discussions

- Listen, Speak, Read, & Write about climate/weather, environment, United States history, and government.

**Strategies and Modifications:**

[Link to strategies and modifications](#)

*WIDA STANDARDS: Adopted from 2012 ELD Standards*

English Language Development Standard 1	<b>Social and Instructional Language:</b> English language learners communicate for Social and Instructions purposes within the school setting.
English Language Development Standard 2	<b>The Language of Language Arts:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
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ELA Common Core: Grades 4 - 5

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**RI.4.7:** Interpret factual information presented graphically or visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text in which they appear.

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**Phonics and Word Recognition**

**RF.4.1:** Know and apply grade-level phonics and word analysis skills in decoding words.

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

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**SL: Speaking and Listening: Fourth - Fifth Grade**

**Comprehension and Collaboration**

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**W: Writing Standards: Fourth - Fifth Grade**

Text Types and Purposes

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Production and Distribution of Writing

- W.4.5-5.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.6-5.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing (using the keyboard) as well as to interact and collaborate with others.

**Social Studies Standards**

**Fourth Grade:**

6.1.4.B.1-10, 6.1.4.C.15, 6.1.4.D.10, 6.1.4.D.13-15, 6.1.4.D.18-20

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6.1.8.B.1.a, 6.1.8.B.1.b, 6.1.8.B.2.a; 6.2.8.A.1.a; 6.2.8.B.1.a; 6.2.8.C.1.a,b

**Technology**

Standard 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

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- Vocabulary Matching
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- ACCESS 2.0
- Other Portfolio Assessments
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- Writing Samples