

CURRICULUM

ESL

GRADES: 4-6

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

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The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:
ESL
4-6 Grade

Date of Board Adoption:
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RAHWAY PUBLIC SCHOOLS CURRICULUM

ESL - 4-6

PACING GUIDE

Unit	Title	Pacing
1	My Home	10 weeks
2	My Community	10 weeks
3	My World	10 weeks
4	What Can I do?	10 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes.

- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: ESL

Unit Title: My Home

Target Course/Grade Level: 4th-6th grade

Unit Summary: Students will communicate their traditions, culture, and lived experiences with their classmates and teachers.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

WIDA ELD Standards:

Standard 1: Language for Social and Instructional Purposes

- ELD-SI.4-12.Narrate
- ELD-SI.4-12.Inform
- ELD-SI.4-12.Explain
- ELD-SI.4-12.Argue

Standard 2: Language for Language Arts

- ELD-LA.4-5.Narrate.Interpretive
- ELD-LA.4-5.Narrate.Expressive
- ELD-LA.4-5.Inform.Interpretive
- ELD-LA.4-5.Inform.Expressive
- ELD-LA.4-5.Argue.Interpretive
- ELD-LA.4-5.Argue.Expressive
- *ELD-LA 6-8 Narrate.Interpretive*
- *ELD-LA 6-8 Narrate.Expressive*
- *ELD-LA 6-8 Inform.Interpretive*
- *ELD-LA 6-8 Inform.Expressive*
- *ELD-LA 6-8 Argue.Interpretive*
- *ELD-LA 6-8 Argue.Expressive*

Standard 3: Language for Mathematics

- ELD-MA.4-5.Explain.Interpretive
- ELD-MA.4-5.Explain.Expressive
- ELD-MA.4-5.Argue.Interpretive
- ELD-MA.4-5.Argue.Expressive
- *ELD-MA.6-8.Explain.Interpretive*

- *ELD-MA.6-8.Explain.Expressive*
- *ELD-MA.6-8.Argue.Interpretive*
- *ELD-MA.6-8.Argue.Expressive*

Standard 4: Language for Science

- *ELD-SC.4-5.Explain.Interpretive*
- *ELD-SC.4-5.Explain.Expressive*
- *ELD-SC.4-5.Argue.Interpretive*
- *ELD-SC.4-5.Argue.Expressive*
- *ELD-SC.6-8.Explain.Interpretive*
- *ELD-SC.6-8.Explain.Expressive*
- *ELD-SC.6-8.Argue.Interpretive*
- *ELD-SC.6-8.Argue.Expressive*

Standard 5: Language for Social Studies

- *ELD-SS.4-5.Explain.Interpretive*
- *ELD-SS.4-5.Explain.Expressive*
- *ELD-SS.4-5.Argue.Interpretive*
- *ELD-SS.4-5.Argue.Expressive*
- *ELD-SS.6-8.Explain.Interpretive*
- *ELD-SS.6-8.Explain.Expressive*
- *ELD-SS.6-8.Argue.Interpretive*
- *ELD-SS.6-8.Argue.Expressive*

Career Readiness, Life Literacies, and Key Skills:

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
- 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

- 9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
- 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

Interdisciplinary Connections and Standards: (NJSLA)

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Reading:

- RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3. 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.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize 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.
- RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Writing:

- W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words and phrases to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.
- W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.
- W.6.3. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s) and organize the reasons and evidence clearly. B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. D. Establish and maintain a formal style. E. Provide a concluding statement or section that follows from the argument presented.

Speaking and Listening:

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. 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 discussion. 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.

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 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 discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, 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 by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- L.4.2. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). E. Form and use prepositional phrases. F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).*
- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation to separate items in a series.* B. Use a comma to separate an introductory element from the rest of the sentence. C. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). D. Use underlining, quotation marks, or italics to indicate titles of works. E. Spell grade-appropriate words correctly, consulting references as needed.
- L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* B. Spell correctly.

Science:

Disciplinary Core Ideas in Life Science

LS3: Heredity: Inheritance and Variation of Traits

LS3.A: Inheritance of Traits

LS3.B: Variation of Traits

LS4: Biological Evolution: Unity and Diversity

LS4.A: Evidence of Common Ancestry and Diversity

LS4.B: Natural Selection

LS4.C: Adaptation

LS4.D: Biodiversity and Humans

Math:

In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Social Studies Disciplinary Concepts:

History Culture and Perspectives: Understanding Perspectives

- By the end of 5th grade - Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures. Events may be viewed differently based on one's perspective. • Historical records are shaped by the society that the creator lived in.
- By the end of 8th grade - An individual's perspective is impacted by one's background and experiences. • Perspectives change over time. • Historical contexts and events shaped and continue to shape people's perspectives. • The perspectives of people in the present shape interpretations of the past.

Unit Understandings:

Students will understand that...

- Family is what you make of it and can come in different forms
- Families come in all shapes and sizes
- Different families have different rules that are connected to their culture
- Homes can come in different sizes and can exist in multiple different ways depending on where you are from (homes in places like Africa and India differ from those of the US).
- Some people have homes that are not physical, but rather emotional (in Hansel and Gretel the brother and sister are home to each other, as they have been abandoned by their parents).
- Family situations are always changing.

Unit Essential Questions:

- What is a family?
- Where do people live?
- How are homes made?
- How are homes different from each other?
- How do homes change or evolve over time?
- How do life circumstances change families (ex: deaths, meeting new people, natural disasters, etc..)

Knowledge and Skills:

Students will know...

- Different cultures have different sets of rules and values
- Families come in multiple sizes (some families don't have a mom and dad, some families do not have grandparents, some families live all together with cousins, aunts, uncles, and grandparents--Disney's Coco is a great example, as the entire family lives together with the grandmother being the primary disciplinarian, rather than the parents).
- Homes look different and are made differently depending on where you are from
- Writing and speaking in sentences with adjectives, adverbs, subjects and verb agreement.

Students will be able to...

- Understand how text about families and cultures (spoken, written, and multimodal are created)
 - By the end of levels 1 and 2, around specific topics with multiple related simple sentences
 - By the end of level 4, to meet a purpose in short connected text; through generic organizational patterns in a text (intro, body, conclusion)
 - By the end of level 5 and 6, understand purpose through higher order patterns such as paragraph openers, topic, and topic sentences, and meet purpose through genre-specific patterns (claim, evidence, reasoning, etc).
- Understand how ideas are elaborated or condensed through
 - By the end of levels 1 and 2--through multi-word noun groups with connectors and expand noun groups with classifiers
 - By the end of levels 3 and 4--expanded noun groups with prepositional phrases and expanded noun groups with embedded clauses
 - By the end of levels 5 and 6--expanded noun groups with a variety of embedded clauses and expanded noun groups with a wide variety of embedded clauses and compacted noun groups

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Levels 1-2

Reading- Leveled Reading passage with comprehension questions on Raz-kids

Writing- write a 2-3 paragraph description

Speaking - present to teacher or to class, or through flipgrid

Listening- Teacher will read aloud one story from Raz-kids or other resource and answer comprehension questions about the story.

- Levels 3-4

Reading- Leveled Reading passage with comprehension questions on Raz-kids

Writing- write a narrative about an adventure with their family or any 3-5 paragraph writing

Speaking - present a project or work to the class, or present a family tree to the class and a cultural representation of their family

Listening- Teacher will read aloud one story from Raz-kids or other resource and answer comprehension questions about the story.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Levels 1 and 2

- [A Guest Ranch](#) (multilevel)
- [A Crafty Escape](#) (multilevel)
- [Laura Ingalls Wilder: A Pioneer's Life](#) (multilevel)
- [Repunzel](#) (multilevel)
- [Hansel and Gretel](#) (multilevel)
- [The Five Brothers](#) (multilevel)
- Present tense verb practice (to be, to have, and action verbs) [Daily routine verbs](#), [Present tense verbs](#), [to be verb chart](#), [To Have Verb Chart](#),
- [Daily Routines Flip Grid](#)
- [Family and School Vocabulary Words](#)
- [Food and Hobbies Slides](#)
- [Question Words Anchor Chart](#)
- Adjective practice - [Adjectives](#), [Picture Comparisons- Flip Grid](#), [Flip Grid Describe the Picture](#)
- Creating [Family Slide presentation Example](#) (make a copy)
- [Family Flip Grid](#)
- Reading passages on homes and items in the home
[Raz-kids ELL Social Studies Home and Family Books](#)
- Preposition practice -[Learning Chocolate](#), [Prepositions- Flip Grid](#)
- Places in a home practice [Home](#)
- Creating a home using graph paper and card stock
- Writing about a home they made in one paragraph with descriptions [Example Paragraph](#)

Levels 3 and 4:

- Reading passages/videos of Coco and Esperanza Rising (Coco talks about families coming in different forms, as well as culture with heavy emphasis on Dia De Los Muertos--If there is time, students can also watch the film). Esperanza Rising talks about

how families can change given the death of very significant family members, and also discusses The Great Depression, which gives insight into how homes and families have changed depending on the time period)

- Youtube read-aloud: [Coco](#)
- The Call of the Wild Chapters 1-10
 - [The Last Call of the Wild \(Chapter 1\)](#)
 - [The Last Call of the Wild \(Chapter 2\)](#)
 - [The Last Call of the Wild \(Chapter 3\)](#)
 - [The Last Call of the Wild \(Chapter 4\)](#)
 - [The Last Call of the Wild \(Chapter 5\)](#)
 - [The Last Call of the Wild \(Chapter 6\)](#)
 - [The Last Call of the Wild \(Chapter 7\)](#)
 - [The Last Call of the Wild \(Chapter 8\)](#)
 - [The Last Call of the Wild \(Chapter 9\)](#)
 - [The Last Call of the Wild \(Chapter 10\)](#)
- Past tense and present tense verbs practice, [Past Tense Verb Chart](#), [Daily routine verbs](#), [Present tense verbs](#), [Past Tense Flip Grid](#)
- Reading passages on homes and items in the home
 - [Raz-Kids ELL Social Studies Home and Family](#)
- Adjectives and adverbs practice- [Adjectives](#), [Adverbs](#), [Picture Comparisons- Flip Grid](#), [Flip Grid Describe the Picture](#),
Write narratives about a family event (Use Lucy Calkins as guide) use hooks, commas, quotations, & paragraphs.

RESOURCES

Teacher Resources:

- Raz-kids, learning Chocolate, Slide presentations (links in activity section above)
Youtube, Chapter books

Equipment Needed:

- Computer, pencils, card stock, glue, pencils, colored pencils or crayons, and printouts of books if wanted

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: ESL

Unit Title: My Community

Target Course/Grade Level: 4th-6th grade

Unit Summary: Students will be able to navigate their community and learn the value of becoming an active member of their community.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

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- ELD-LA.4-5.Argue.Interpretive
- ELD-LA.4-5.Argue.Expressive
- *ELD-LA 6-8 Narrate.Interpretive*
- *ELD-LA 6-8 Narrate.Expressive*
- *ELD-LA 6-8 Inform.Interpretive*
- *ELD-LA 6-8 Inform.Expressive*
- *ELD-LA 6-8 Argue.Interpretive*
- *ELD-LA 6-8 Argue.Expressive*

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- ELD-MA.4-5.Explain.Interpretive
- ELD-MA.4-5.Explain.Expressive
- ELD-MA.4-5.Argue.Interpretive
- ELD-MA.4-5.Argue.Expressive
- *ELD-MA.6-8.Explain.Interpretive*
- *ELD-MA.6-8.Explain.Expressive*

- *ELD-MA.6-8.Argue.Interpretive*
- *ELD-MA.6-8.Argue.Expressive*

Standard 4: Language for Science

- *ELD-SC.4-5.Explain.Interpretive*
- *ELD-SC.4-5.Explain.Expressive*
- *ELD-SC.4-5.Argue.Interpretive*
- *ELD-SC.4-5.Argue.Expressive*
- *ELD-SC.6-8.Explain.Interpretive*
- *ELD-SC.6-8.Explain.Expressive*
- *ELD-SC.6-8.Argue.Interpretive*
- *ELD-SC.6-8.Argue.Expressive*

Standard 5: Language for Social Studies

- *ELD-SS.4-5.Explain.Interpretive*
- *ELD-SS.4-5.Explain.Expressive*
- *ELD-SS.4-5.Argue.Interpretive*
- *ELD-SS.4-5.Argue.Expressive*
- *ELD-SS.6-8.Explain.Interpretive*
- *ELD-SS.6-8.Explain.Expressive*
- *ELD-SS.6-8.Argue.Interpretive*
- *ELD-SS.6-8.Argue.Expressive*

Career Readiness, Life Literacies, and Key Skills:

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
- 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

- 9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
- 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

Interdisciplinary Connections and Standards: (NJSLA)

- NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Reading:

- RI.4 (5,6).1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4(5,6).2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4(5,6).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.4(5,6).4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

RI.4(5,6).5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4 (5,6).6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.(5,6)7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.(5,6)8. Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.(5,6)9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.(5,6)10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Writing:

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.4 (5,6).2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

Speaking and Listening:

SL.4(5,6).1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4,5,6 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 discussion.

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.

SL.4(5,6).2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4(5,6).3. Identify the reasons and evidence a speaker provides to support particular points.

SL.4(5,6).4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4(5,6).5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4(5,6).6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Math:

In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Science:

Disciplinary Core Ideas in Earth and Space Science

ESS2: Earth's Systems

ESS2.A: Earth Materials and Systems

ESS2.B: Plate Tectonics and Large-Scale System Interactions

ESS2.C: The Roles of Water in Earth's Surface Processes

ESS2.D: Weather and Climate

ESS2.E: Biogeology

Social Studies Disciplinary Concepts:

Civics, Government, and Human Rights: Civic and Political Institutions

- *By the end of 5th grade* - In a representative democracy, individuals play a role in how government functions. • In a representative democracy, individuals elect representatives to act on the behalf of the people. • Levels of government (i.e., local, state, and federal) have different powers and responsibilities.
- *By the end of 8th grade* - Political and civic institutions impact all aspects of people's lives. • Governments have different structures which impact development (expansion) and civic participation.

Unit Understandings:

Students will understand that...

- There are many parts in a community .

- There are different people that are a part of a community, but everyone must get along and work together in order for a community to work.
- There are many different jobs in a community.
- There are government employees in a community.
- There are laws that a community should follow for the security of the people.
- Communities come together in times of need and help one another, whether that be through donations to people in need, or helping elderly people carry groceries

Unit Essential Questions:

- Who is in my community?
- Why are communities important?
- How do communities support each other?

Knowledge and Skills:

Students will know...

- Understand how meaning of community is enhanced or extended through
 - By the end of levels 1 and 2--simple sentences and related simple sentences
 - By the end of levels 3 and 4--multiple related simple sentences and simple or compounded sentences with familiar ways of combining clauses (and)
 - By the end of levels 5 and 6--compound sentences with frequently used ways of combining clauses (but, and) and compound and complex sentences with a variety of ways of combining clauses
- Understand how precise meanings are created through everyday and technical language through
 - By the end of levels 1 and 2--situation specific words and phrases and an increasing number of words and phrases
 - By the end of levels 3 and 4--a growing number of words and phrases in a variety of contexts and an expanding number of words and phrases including idioms

Students will be able to...

- Speak, write, listen, and read about communities
- Use simple present, past and future tense verbs to speak about communities
- Use adjectives and adverbs in writing expanded sentences (compound and complex)
- Use subjective, objective, possessive pronouns

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Levels 1-2
 Reading- Leveled Reading passage with comprehension questions on Raz-kids
 Writing- write a 2-3 paragraph description
 Speaking - present to teacher or to class by themselves or with partner, or through flipgrid

Listening- Teacher will read aloud one story from Raz-kids or other resource and answer comprehension questions about the story.

- Levels 3-4

Reading- Leveled Reading passage with comprehension questions on Raz-kids

Writing- write an informational piece of writing containing 3-5 paragraphs.

Speaking - present a project or work to the class, or present a community to the class and an occupation to the class

Listening- Teacher will read aloud one story from Raz-kids or other resource and answer comprehension questions about the story.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Levels 1-2:

- Reading passages about the community:
 - Raz Kids-
 - [Living Together](#)
 - [Celebrating Food and Family](#)
 - [Holidays Around the World](#)
 - [Guys Fawkes Day](#) (multilevel)
 - [The Last Great Day](#)
 - [Main Idea Graphic Organizer](#)
- Reading Passages for Social Studies on Raz-kids:
- [Community, Neighborhood, Government, Culture, Geography, and Travel](#)
- [Community Vocabulary Practice](#)
- [Flipgrid -My Community](#)
- Fluency Center Ideas: [Fluency Center](#)
- ELL: Level Reader Packs: [Grades 3-5](#)
- Community Helpers- [Sentence Practice](#)
- [Edpuzzle: Communities](#)
- Grammar Books: [Prepositions, Pronouns and More](#)
- Occupation Project: [Teacher Example](#), [Student Project](#)
- [Subjective, Objective, Possessive, and Reflexive Pronoun Practice](#)
- [Flipgrid Pronouns](#)

Levels 3-4

- Reading passages about the community:
 - Raz Kids-
 - [Two Kettles](#) (multilevel)
 - [Guys Fawkes Day](#) (multilevel)
 - [The Last Great Day](#)
 - [Introverts and Extroverts](#)
 - [9/11 A Dark Day](#)
 - Reading Passages for Social Studies on Raz-kids: [Communities and Neighborhoods](#)

- [Community Vocabulary Practice](#)
- [Flipgrid -My Community](#)
- [Flipgrid Habitats](#)
- Fluency Center Ideas: [Fluency Center](#)
- ELL Level Reader Packs: [Grades 3-5](#)
- [Edpuzzle: Communities](#)
- Social Studies: [Vocabulary Power Packs](#)
- Grammar Books: [Prepositions, Pronouns and More](#)
- Occupation Project: Use example from level 1 and 2, but compare and contrast two occupations and write a paragraph of comparing and one for contrasting.
- [Subjective, Objective, Possessive, and Reflexive Pronoun Practice](#)
- [Flipgrid Pronouns](#)

RESOURCES

Teacher Resources:

Raz-kids, learning Chocolate, Slide presentations (links in activity section above) , Flipgrid, and Documents (links in activity section above)

Equipment Needed:

- Computer, pencils, card stock, glue, pencils, colored pencils or crayons, and printouts of books if wanted

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: ESL

Unit Title: My World

Target Course/Grade Level: 4th-6th grade

Unit Summary: Students will learn about the world around them and how there are many different places and cultures in the world.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

WIDA ELD Standards:

Standard 1: Language for Social and Instructional Purposes

- ELD-SI.4-12.Narrate
- ELD-SI.4-12.Inform
- ELD-SI.4-12.Explain
- ELD-SI.4-12.Argue

Standard 2: Language for Language Arts

- ELD-LA.4-5.Narrate.Interpretive
- ELD-LA.4-5.Narrate.Expressive
- ELD-LA.4-5.Inform.Interpretive
- ELD-LA.4-5.Inform.Expressive
- ELD-LA.4-5.Argue.Interpretive
- ELD-LA.4-5.Argue.Expressive
- *ELD-LA 6-8 Narrate.Interpretive*
- *ELD-LA 6-8 Narrate.Expressive*
- *ELD-LA 6-8 Inform.Interpretive*
- *ELD-LA 6-8 Inform.Expressive*
- *ELD-LA 6-8 Argue.Interpretive*
- *ELD-LA 6-8 Argue.Expressive*

Standard 3: Language for Mathematics

- ELD-MA.4-5.Explain.Interpretive
- ELD-MA.4-5.Explain.Expressive
- ELD-MA.4-5.Argue.Interpretive
- ELD-MA.4-5.Argue.Expressive
- *ELD-MA.6-8.Explain.Interpretive*

- *ELD-MA.6-8.Explain.Expressive*
- *ELD-MA.6-8.Argue.Interpretive*
- *ELD-MA.6-8.Argue.Expressive*

Standard 4: Language for Science

- *ELD-SC.4-5.Explain.Interpretive*
- *ELD-SC.4-5.Explain.Expressive*
- *ELD-SC.4-5.Argue.Interpretive*
- *ELD-SC.4-5.Argue.Expressive*
- *ELD-SC.6-8.Explain.Interpretive*
- *ELD-SC.6-8.Explain.Expressive*
- *ELD-SC.6-8.Argue.Interpretive*
- *ELD-SC.6-8.Argue.Expressive*

Standard 5: Language for Social Studies

- *ELD-SS.4-5.Explain.Interpretive*
- *ELD-SS.4-5.Explain.Expressive*
- *ELD-SS.4-5.Argue.Interpretive*
- *ELD-SS.4-5.Argue.Expressive*
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- 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

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- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

Reading:

RI.4 (5,6).1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4(5,6).2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4(5,6).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.4(5,6).4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

RI.4(5,6).5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4 (5,6).6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.(5,6)7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.(5,6)8. Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.(5,6)9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.(5,6)10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Writing:

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

Speaking and Listening:

SL.4(5,6).1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4,5,6 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 discussion.

- 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.

SL.4(5,6).2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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SL.4(5,6).4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4(5,6).5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4(5,6).6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Social Studies Disciplinary Concepts:

Geography, People and the Environment: Human Population Patterns

- *By the end of 5th grade* - Regions form and change as a result of unique physical conditions, economies, and cultures. • Patterns of settlement differ markedly from region to region, place to place, and time to time. • The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition.
- *By the end of 8th grade* - The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology. • Relationships between humans and environments impact spatial patterns of settlement and movement. • Global changes in population distribution patterns affect changes in land use in particular places.

Geography, People and the Environment: Human Environment Interaction

- *By the end of 5th grade* - Environmental and cultural characteristics influence where and how people live. • Human activity affects the cultural and environmental characteristics of places and regions. • Cultural and environmental characteristics change over time.
- *By the end of 8th grade* - Cultural patterns and economic decisions influence environments and the daily lives of people. • The physical and human characteristics of places and regions are connected to human identities and cultures.

Math:

In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and

developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Science:

Disciplinary Core Ideas in Engineering, Technology, and the Application of Science

ETS2: Links Among Engineering, Technology, Science, and Society

ETS2.A: Interdependence of Science, Engineering, and Technology

ETS2.B: Influence of Engineering, Technology, and Science on Society and the Natural World

Unit Understandings:

Students will understand that...

- Students are in a world with many different countries.
- Different countries have different cultures
- Cultures have similarities and differences
- Different cultures have different religions

Unit Essential Questions:

- What is culture?
- What are the functions of a culture?
- How are cultures similar and different?
- What are some additions or substitutions I can make to my writing?
- How are culture and religion connected?

Knowledge and Skills:

Students will know...

- Students are in a World with many different countries.
- Different countries have different cultures
- Cultures have similarities and differences
- Use past, present, and future verbs
- How to use different areas of each past, present, and future verb tenses
- Use adjectives and adverbs in writing and speaking
- Use simple and expanded sentences (complex and compound)

Students will be able to...

- Create coherent texts about the world and cultures using
 - By the end of levels 1 and 2--short sentences linked by topic to convey emerging sense of purpose and sentences that convey intended purpose with emerging organization (topic sentences, supporting details)
 - By the end of levels 3 and 4--short text that conveys intended purpose using predictable organizational patterns (paragraph openers like first, and then, and then)

- By the end of levels 5 and 6 text that conveys intended purpose using genre-specific organizational patterns and using genre specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout texts
- Connect ideas about the world and cultures through
 - By the end of levels 1 and 2 some frequently used cohesive devices (repetition for example and some formulaic cohesive devices (pronoun, referencing)
 - By the end of levels 3 and 4 a growing number of cohesive devices and/or an expanding variety of cohesive devices (given, new, whole/part)
 - By the end of levels 5 and 6--a flexible number of cohesive devices (substitution, ellipses) and/or a wide variety of cohesive devices used in genre and discipline specific ways

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Levels 1-2
 - Reading- Leveled Reading passage with comprehension questions on Raz-kids
 - Writing- write 2-3 paragraph summary
 - Speaking - present to teacher or to class by themselves or with partner, or through flipgrid
 - Listening- Teacher will read aloud one story from Raz-kids or other resource and answer comprehension questions about the story.
- Levels 3-4
 - Reading- Leveled Reading passage with comprehension questions on Raz-kids
 - Writing- write a compare and contrast piece of writing with 3-5 paragraphs
 - Speaking - present a project or work to the class (i.e. Holiday Project, Animal Project, or Travel Destination)
 - Listening- Teacher will read aloud one story from Raz-kids or other resource and answer comprehension questions about the story.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Levels 1-2

- Reading Passages about the world and culture from raz-kids:
 - [World Traveler Ibn Battuta](#) (multi-level)
 - [The Nobel Prize](#) (multi-levels)
 - [Petra](#) (multi-level)
 - [Eiffel Tower](#)
 - [Mysteries of the Lost Civilization](#)
 - [Weaving Around the World](#),

- [Desert People](#) (multilevel)
- [Wild and Wacky World of Wigs](#) (multilevel)
- Slides : [New Year's Resolutions](#)
- [Learning Chocolate: Animals practice](#)
- Animals Around the World Project: [Google Slide Project](#)
- Learning Chocolate: [Geography Practice](#)
- Holiday Project: [Rubric](#), [Directions and Example for Project](#), [EBook maker for Holiday Project](#)- created by Ditch that Textbook,
- Create a Brochure to travel to specific countries around the world (can be done by hand or digitally) [Tiny Brochure Templates](#)
- Grammar Practice: [Learning Chocolate](#)
- FlipGrid:
 - [Other Cultures, Other Lives, Celebrating Cultures: Clothing](#),
 - [Who We Are Culturally](#), [Earth's Surface and Culture](#), [Fry Bread! Native American Tradition](#)

Levels 3-4

- Reading Passages about the world and culture from raz-kids:
 - [World Traveler Ibn Battuta](#) (multi-level)
 - [The Nobel Prize](#) (multi-levels)
 - [Petra](#) (multi-level)
 - [Eiffel Tower](#)
 - [Wacky and Wild World of Wigs](#) (multilevel)
 - [Natural Wonders of the World](#) (multilevel)
 - [Mysteries of the Lost Civilization](#)
 - [The United Nations](#) (multilevel)
- Reading Passages about Legends and Myths: [Raz-kids: Legends and Myths](#)
- Learning Chocolate: [Geography Practice](#)
- Holiday Project: [Rubric](#), [Directions and Example for Project](#), [EBook maker for Holiday Project](#)- created by Ditch that Textbook Create a Brochure to travel to specific countries around the world (can be done by hand or digitally) [Tiny Brochure Templates](#)
- Grammar Practice: [Learning Chocolate](#)
- FlipGrid:
 - [Other Cultures, Other Lives, Celebrating Cultures: Clothing](#),
 - [Who We Are Culturally](#), [Earth's Surface and Culture](#), [Fry Bread! Native American Tradition](#)

RESOURCES

Teacher Resources:

Raz-kids, learning Chocolate, Slide presentations (links in activity section above) , Flipgrid, and Documents (links in activity section above)

Equipment Needed:

- Computer, pencils, card stock, glue, pencils, colored pencils or crayons, and printouts of books if wanted

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: ESL

Unit Title: What Can I Do?

Target Course/Grade Level: 4th-6th grade

Unit Summary: Students will understand the impact they can have on the world by focusing on the earth and their communities

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

WIDA ELD Standards:

Standard 1: Language for Social and Instructional Purposes

- ELD-SI.4-12.Narrate
- ELD-SI.4-12.Inform
- ELD-SI.4-12.Explain
- ELD-SI.4-12.Argue

Standard 2: Language for Language Arts

- ELD-LA.4-5.Narrate.Interpretive
- ELD-LA.4-5.Narrate.Expressive
- ELD-LA.4-5.Inform.Interpretive
- ELD-LA.4-5.Inform.Expressive
- ELD-LA.4-5.Argue.Interpretive
- ELD-LA.4-5.Argue.Expressive
- *ELD-LA 6-8 Narrate.Interpretive*
- *ELD-LA 6-8 Narrate.Expressive*
- *ELD-LA 6-8 Inform.Interpretive*
- *ELD-LA 6-8 Inform.Expressive*
- *ELD-LA 6-8 Argue.Interpretive*
- *ELD-LA 6-8 Argue.Expressive*

Standard 3: Language for Mathematics

- ELD-MA.4-5.Explain.Interpretive
- ELD-MA.4-5.Explain.Expressive
- ELD-MA.4-5.Argue.Interpretive
- ELD-MA.4-5.Argue.Expressive
- *ELD-MA.6-8.Explain.Interpretive*

- *ELD-MA.6-8.Explain.Expressive*
- *ELD-MA.6-8.Argue.Interpretive*
- *ELD-MA.6-8.Argue.Expressive*

Standard 4: Language for Science

- *ELD-SC.4-5.Explain.Interpretive*
- *ELD-SC.4-5.Explain.Expressive*
- *ELD-SC.4-5.Argue.Interpretive*
- *ELD-SC.4-5.Argue.Expressive*
- *ELD-SC.6-8.Explain.Interpretive*
- *ELD-SC.6-8.Explain.Expressive*
- *ELD-SC.6-8.Argue.Interpretive*
- *ELD-SC.6-8.Argue.Expressive*

Standard 5: Language for Social Studies

- *ELD-SS.4-5.Explain.Interpretive*
- *ELD-SS.4-5.Explain.Expressive*
- *ELD-SS.4-5.Argue.Interpretive*
- *ELD-SS.4-5.Argue.Expressive*
- *ELD-SS.6-8.Explain.Interpretive*
- *ELD-SS.6-8.Explain.Expressive*
- *ELD-SS.6-8.Argue.Interpretive*
- *ELD-SS.6-8.Argue.Expressive*

Career Readiness, Life Literacies, and Key Skills:

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
- 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
- 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

Interdisciplinary Connections and Standards: (NJSLA)

- NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Science:

Disciplinary Core Ideas in Earth and Space Science

ESS3: Earth and Human Activity

ESS3.A: Natural Resources

ESS3.B: Natural Hazards

ESS3.C: Human Impacts on Earth Systems

ESS3.D: Global Climate Change

Social Studies:

Geography, People and the Environment: Global Interconnections

- *By the end of 5th grade* - Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics. • In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.
- *By the end of 8th grade* - Cultural and environmental practices impact the geography of an area. • The environmental characteristics of places and production of goods influences the spatial patterns of world trade.

Civics, Government and Human Rights: Human and Civil Rights

- By the end of 5th grade - It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights. • Individuals have the right to be safe and not to be bullied or discriminated against.
- By the end of 8th grade - Human and civil rights include political, social, economic, and cultural rights. • Social and political systems have protected and denied human rights (to varying degrees) throughout time. • Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.

Math:

In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Speaking and Listening:

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Unit Understandings:

Students will understand that...

- There are many ways to help the earth, community, country, family, and home.
- They can create solutions to problems by working together or working independently

Unit Essential Questions:

- How can I make the earth a better place?
- How can I help my community prosper?
- What ways can I help my family and my home?
- What is the best solution to solve a problem?

Knowledge and Skills:

Students will know...

- There are many ways to help the earth, community, country, family, and home.
- They can create solutions to problems by working together or working independently

Students will be able to...

- Elaborate or condense ideas about how to help the earth, community and their families and solutions for doing so through
 - By the end of levels 1 and 2--a few types of elaboration (adding adjectives, verbs) and/or some types of elaboration
 - By the end of levels 3 and 4--a growing number of types of elaboration and/or a variety of types of elaboration (adding a variety of adjectives including abstract and complex nouns)
 - By the end of levels 5 and 6 a wide variety of types of elaboration and/or flexible range of types of elaboration that includes embedded clauses and condensed noun groups
- Create coherent texts
 - By the end of levels 1 and 2--short sentences linked by topic to convey an emerging sense of purpose (to inform, explain, argue) and/or sentences that convey intended purpose with emerging organization
 - By the end of levels 3 and 4--short text that conveys intended purpose using predictable organizational patterns and/or expanding text that conveys intended purpose using generic organizational patterns across paragraphs with a variety of paragraph openers
 - By the end of levels 5 and 6--text that conveys intended purpose using genre specific organizational patterns and/or text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text (the first reasons, the second reason, etc).

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Levels 1-2
Reading- Leveled Reading passage with comprehension questions on Raz-kids
Writing- write a 2-3 paragraph argumentative essay
Speaking - present to teacher or to class by themselves or with partner, or through flipgrid
Listening- Teacher will read aloud one story from Raz-kids or other resource and answer comprehension questions about the story.
- Levels 3-4
Reading- Leveled Reading passage with comprehension questions on Raz-kids
Writing- write an argumentative essay with 3-5 paragraphs
Speaking - present a project or work to the class (i.e. helping the earth, community, family project)
Listening- Teacher will read aloud one story from Raz-kids or other resource and answer comprehension questions about the story.

Learning Activities:

Level 1-2

- ELL Language Packs
 - [ELL language Arts Pack](#)
 - [ELL Math Pack](#)
 - [ELL Science Pack](#)
 - [ELL Social Studies Pack](#)
 - [ELL Social and Instructional Language Pack](#)
- Reading passages on Change:
 - [Gandhi](#) (multilevel)
 - [The Life of Cesar of Chavez](#) (multilevel)
 - [Groundwater](#) (multilevel)
 - [What Is Water Worth](#) (multilevel)
 - [The Underground Railroad: Resisting Slaver \(High/Low Text Sets\)](#)
 - [Multi-Level Reader Theater Scripts](#)
- [Raz-Kids Reading Passages for problem and solution](#)
- Flip Grid:
 - [Flip Grid: How Can Kids Change the World](#)
 - [Flip Grid: Change the World Through Art](#)
 - [Flip Grid: Our Changing World](#)
- ISLCollective grammar practice- [Subject Verb Agreement](#)
- Learning Chocolate: [Vocabulary Support](#)

Level 3-4

- [Raz-kids Argumentation Skill Packs Grade 3](#)
- ELL Language Packs
 - [ELL Language Arts Pack](#)
 - [ELL Math Pack](#)
 - [ELL Science Pack](#)
 - [ELL Social Studies Pack](#)
 - [ELL Social and Instructional Language Pack](#)
- Reading passages on Change:
 - [Gandhi](#)
 - [Groundwater](#) (multi-level)
 - [What Is Water Worth](#) (multilevel)
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- ISLCollective grammar practice- [Subject Verb Agreement](#)
- Learning Chocolate: [Vocabulary Support](#)

RESOURCES

Teacher Resources:

Raz-kids, learning Chocolate, Slide presentations (links in activity section above) , Flipgrid, and Documents (links in activity section above), ISLCollective

Equipment Needed:

- Computer, pencils, card stock, glue, pencils, colored pencils or crayons, and printouts of books if wanted