



BOE Approved 8/18

Cliffside Park Public Schools

Unit Name: School Community

Resource: Spotlight on English

Duration: 4 - 6 weeks

Enduring Understanding

- Students will explore school and the people in it, while discussing their own likes and dislikes as they develop skills and strategies across English modalities.

Essential Questions

- How do students identify people?
- How do students describe school activities?
- How do students describe school locations?
- How do students name objects in a school?
- How do students name school supplies ?
- How do students state likes and dislikes?
- How do students discuss feelings?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<ul style="list-style-type: none"> ● I can identify people. ● I can name and describe school activities. ● I can describe school locations. ● I can name objects used in class. ● I can describe what things are used for. ● I can ask questions about school. ● I can state things I like and dislike. ● I can discuss how I am feeling. ● I can ask others about their feelings 	<ul style="list-style-type: none"> ● Reading ● Writing ● Listening ● Understanding and following directions. ● Speaking ● Asking and answering questions ● Counting ● Classifying ● Predicting 	<p>Formative:</p> <ul style="list-style-type: none"> ● Observation of student responses during whole-group, small-group, partnership and individual conferences. ● Student Performance Checklist (borrowed from unit skills & vocabulary) <p>Summative:</p> <ul style="list-style-type: none"> ● Spotlight on English unit assessment ● Exit questions <p>Benchmarks:</p> <ul style="list-style-type: none"> ● WIDA placement (for new arrivals) ● WIDA Model assessment ● Spring WIDA assessment (for all ELLs) <p>Alternative:</p> <ul style="list-style-type: none"> ● Based on this unit, students write songs and/or statements using sentence frames 	<ul style="list-style-type: none"> ● Spotlight Santillana ● Raz Kids for ELLs ● ESL BrainPop ● Magazines ● Newspapers ● Audio CDs ● Teacher created materials ● Multimedia resources

WIDA and New Jersey Student Learning Standards for English Language Arts

WIDA Standards

English Language Proficiency Standard 1 English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language

English Language Proficiency Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

NJSLS English Language Arts Standards (2016)

Progress Indicators for Reading Literature Text

Key Ideas and Details

RL.1.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

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

RL.1.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.1.3. With prompting and support, identify characters, settings, and major events in a story.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

Craft and Structure

RL.1.4. Ask and answer questions about unknown words in a text.

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.1.5. Recognize common types of texts (e.g., storybooks, poems).

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.1.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Progress Indicators for Reading Foundation Skills

Print Concepts

RF.K.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 and encoding words.

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

Fluency

RF.1.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

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

Progress Indicators for Writing

Text Types and Purposes

W.1.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.1.2. 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.

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.

W.1.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.1.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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

SL.1.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

SL.1.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.1.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts,

and feelings.

SL1.6. Speak audibly and express thoughts, feelings, and ideas clearly.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Progress Indicators for Language

Conventions of Standard English

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. 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.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

L.1.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

L. 2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

	Beginner	Intermediate	Advanced
<p>ESL Modifications and Teaching Strategies</p> <p>Note: As part of data driven modifications, Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students.</p>	<ul style="list-style-type: none"> ● Use pictures / visuals about the school community ● Cue students before asking a question during class discussions ● Small group activities following teacher modeling ● Frontloading school community vocabulary ● Graphic organizers such as separating school words by categories ● Accept verbal responses in lieu of written work ● Extended time for written work ● Modify length of reading passages ● Simplified assignments ● Bilingual dictionaries ● hands -on activities ● Demonstrations ● Use realia, maps of schools, photos of schools, and manipulatives used in schools ● TPR (total physical response) ● Sentence strips ● Personal word walls with pictures of the school community ● Use realia, maps, photos, and manipulatives 	<ul style="list-style-type: none"> ● Check for comprehension of directions ● Modify school community content to focus on key concepts ● Have students paraphrase key ideas ● Provide outlines of class notes ● Use pictures / visuals when modeling discussion about the school community ● Cue students before asking a question during class discussions ● Frontloading school community vocabulary ● Graphic organizers ● Accept verbal responses in lieu of written work ● Extended time for writing tasks about school community ● Modify length of reading passages ● Bilingual dictionaries ● Hands-on activities such as “acting out” the school day 	<ul style="list-style-type: none"> ● Allow extended time for reading and writing activities about the school community ● Use comprehension strategies such as highlighting, sticky notes, summarizing, making connections, etc. ● Check for comprehension of directions ● Cue students before asking questions about school community during class discussions ● Graphic organizer: K-W-L ● Accept modified written work ● Extended time for written work ● Bilingual dictionaries

Integrated Differentiation/Accommodations/Modifications
(Alternate Modes of Instruction and Support)

Modifications to Support Gifted and Talented Students	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<p>Amplify learning by providing more challenging texts about the school community topic (available online and in the class library).</p> <p>Participate in inquiry and project-based learning about school community such as exploring school communities in various countries (compare & contrast their own culture's schools)</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of the fiction stories through drawings, computer projects, oral response, etc.</p> <p>School community vocabulary and literary terms should be pre-taught before each fiction story. Multisensory methods will be utilized such as google images, gesturing, and meaningful movement.</p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of the fiction stories through drawings, computer projects, oral response, etc.</p> <p>Differentiation through content, process, product, environment</p> <p>Intensive individual intervention (collaborate with Title 1 teacher and other interventionists)</p>

SOURCES

New Jersey Student Learning Standards (2016) - <http://www.state.nj.us/education/cccs/2016/ela/g05.pdf>
 Career Ready Practices (2014) - <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>
 WIDA (2012) <https://www.wida.us/standards/eld.aspx>
 Spotlight on English (2016) <http://santillanausa.com/spotlightonenglish/>

