



BOE Approved 8/18

## Cliffside Park Public Schools

**Unit Name: Family & Healthy Choices**

**Resource: Spotlight on English, Santillana**

**Duration: 4 - 6 weeks**

### Enduring Understanding

- Students will explore family and healthy lifestyle choices in order to communicate about traditions and culture for different purposes, audiences, and in different contexts.

### Essential Questions

- How do people describe and compare family members?
- How do students describe feelings?
- How do students retell and describe a story?
- How do students describe healthy habits?
- How do students understand commands and identify problems?

### Focus of Standards

**Student Outcomes**

**Skills**

**Assessments**

**Resources**

<ul style="list-style-type: none"> <li>• I can describe and name family.</li> <li>• I can retell and describe a story.</li> <li>• I can describe feelings.</li> <li>• I can describe healthy habits.</li> <li>• I can apply family names to people.</li> <li>• I can understand commands.</li> <li>• I can identify problems in a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Listening</li> <li>• Understand and follow directions.</li> <li>• Speaking</li> <li>• Ask and answer questions</li> <li>• Counting</li> <li>• Classifying</li> <li>• Predicting</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Observation of student responses during whole group, small-group, partnership, and individual conferences</li> <li>• Skills checklist borrowed from unit skills and vocabulary on people in your home.</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Exit questions</li> <li>• Unit assessments - Spotlight grade 1 Units 3 &amp; 4; Spotlight grade 2 Units 3 &amp; 4</li> </ul> <p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• WIDA placement (for new arrivals)</li> <li>• WIDA Model assessment</li> <li>• Spring WIDA assessment (for all ELLs)</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>• Students will role play people in their home</li> </ul>	<ul style="list-style-type: none"> <li>• Spotlight Santillana</li> <li>• Raz Kids for ELLs</li> <li>• ESL BrainPop</li> <li>• Magazines</li> <li>• Newspapers</li> <li>• Audio CDs</li> <li>• Teacher created materials</li> <li>• Multimedia resources</li> </ul>
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**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**

**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.1.1. Demonstrate understanding of the organization and basic features of print.

**Phonological Awareness**

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

**Phonics and Word Recognition**

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding 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 people, places, things, and events with relevant details, expressing ideas and feelings clearly.

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 when appropriate to clarify ideas, thoughts, and feelings.

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.

SL.1.6. Produce complete sentences when appropriate to task and situation.

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.

	<b>Beginner</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>ESL Modifications and Teaching Strategies</b>  Spring WIDA or WIDA Entry test scores will be reviewed by the	<ul style="list-style-type: none"><li>• Native Language Assistance (peer, online assistive technology, translation device, bilingual dictionary)</li></ul>	<ul style="list-style-type: none"><li>• Check for comprehension of directions</li><li>• Modify content to focus on key concepts &amp; have students then paraphrase</li></ul>	<ul style="list-style-type: none"><li>• Ask open ended questions</li><li>• Use comprehension strategies such as highlighting, sticky notes, summarizing, making</li></ul>

teacher in order to assign appropriate language tasks & provide key language uses to students. Based on level of language proficiency, students will be provided with appropriate modifications.

- Use pictures / visuals
- Cue students before asking a question during class discussions
- Small group activities
- Frontload and immerse students in literacy and language experiences related to content of family and healthy choices
- Graphic organizers - classification charts (family members, food categories, etc.)
- Accept verbal responses in lieu of written work
- Extended time for written work
- Modify length of reading passages
- Simplified assignments
- Teacher modelling, followed by hands-on activities
- Use realia, maps, photos, and manipulatives to contextualize the food information
- TPR (total physical response) - act out healthy choices
- Sentence strips
- Word walls with pictures in notebooks

the key ideas

- Use word walls
- Provide outlines of class notes
- Use pictures / visuals - google images and chromebooks to be utilized
- Cue students before asking a question during class discussions
- Small group activities such as sorting of the unit vocabulary and playing games related to the unit topic
- Frontloading vocabulary
- Graphic organizers - Tchart (healthy v unhealthy lifestyle)
- Extended time for written work
- Bilingual dictionaries & other native language supports
- Use realia, maps, photos, and manipulatives
- Use a word square to teach target academic vocabulary for the units of family and healthy choices.

connections, etc.

- Provide outlines of class notes
- Use pictures / visuals
- Cue students before asking a question during class discussions
- Graphic organizer - When introducing the unit of healthy lifestyle, use a Think-Pair-Write-Share to provide written and oral language processing time for the content learning of the unit
- To increase the skill of summarizing in writing, utilize a content learning log which requires students to write a statement summarizing learning or identifying key points at the end of the lesson on familial relationships. [This can be used by the teacher to assess student progress as well.]

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

<b>Modifications to Support our Gifted and Talented Learners</b>	<b>Modifications to Support our Students with IEPs/504s and At-Risk Learners</b>
<p>Have the student teach the lesson - peer tutoring (research-based strategy)</p> <p>Provide menu of challenge activities for when the child finishes the lesson early (integrate technology when possible).</p> <p>Higher level texts that address the same enduring understanding of healthy lifestyle.</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Provide students with flexible seating options while reading about family and/or healthy lifestyle, depending on need or preference.</p> <p>Provide wait time to allow students to process orally presented information and questions relating to the unit.</p> <p>Access to word/picture banks to reference in tasks that require reading about family or writing about family.</p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of the healthy lifestyle unit through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.</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/>