



BOE Approved 8/18

## Cliffside Park Public Schools

**Unit Name: Our Community's Land & Weather**

**Resource: Spotlight on English**

**Duration: 4 - 6 weeks**

### Enduring Understanding

- Students will learn about our land and our community as they develop skills and strategies across English modalities.

### Essential Questions

- How do students identify seasons?
- How do express similarities and differences?
- How do students describe weather?
- How do students identify places in the community?
- How do students describe community workers?
- How do students describe needs?

### Focus of Standards

| Student Outcomes   | Skills  | Assessments  | Resources   |
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| <ul style="list-style-type: none"><li>• I can identify seasons.</li><li>• I can express similarities and differences.</li><li>• I can describe different types of weather.</li></ul> | <ul style="list-style-type: none"><li>• Reading</li><li>• Writing</li><li>• Listening</li></ul> | <b>Formative:</b> <ul style="list-style-type: none"><li>• Observation of student responses</li></ul> | <ul style="list-style-type: none"><li>• Spotlight Santillana</li><li>• Raz Kids for ELLs</li><li>• ESL BrainPop</li></ul> |

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| <ul style="list-style-type: none"> <li>• I can identify places in our community.</li> <li>• I can name and identify community workers.</li> <li>• I can describe needs in our community.</li> <li>• I can recognize key vocabulary words.</li> </ul> | <ul style="list-style-type: none"> <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>during whole-group, small-group, partnership and individual conferences.</p> <ul style="list-style-type: none"> <li>• Student Performance Checklist (borrowed from unit skills &amp; vocabulary)</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Spotlight on English unit assessments (Grade 1 &amp; 2 - Unit 3)</li> <li>• Exit questions</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>• Based on this unit, students will draw and describe a community in different weather - how people prepare differently, etc.</li> </ul> | <ul style="list-style-type: none"> <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.1.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

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

##### **Craft and Structure**

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

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

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.

#### **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.

##### **Fluency**

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

#### **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.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.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.

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

**Presentation of Knowledge and Ideas**

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

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

SL.1.6. Speak audibly and express thoughts, feelings, and ideas clearly.

**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.1.2. 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.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts

**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>  |
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| <p><b>ESL Modifications and Teaching Strategies</b></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 &amp; provide key language uses to students.</p> | <ul style="list-style-type: none"> <li>● Use pictures / visuals about the our community's land &amp; weather</li> <li>● Cue students before asking a question during class discussions</li> <li>● Small group activities following teacher modeling</li> <li>● Frontloading land &amp; weather vocabulary</li> <li>● Graphic organizers such as separating land words by categories</li> <li>● Accept verbal responses in lieu of written work</li> <li>● Extended time for written work</li> <li>● Modify length of reading passages</li> <li>● Simplified assignments</li> <li>● Picr dictionaries</li> <li>● hands -on activities</li> <li>● Demonstrations</li> <li>● Use realia, maps of schools, photos of schools, and manipulatives used in schools</li> <li>● TPR (total physical response)</li> <li>● Sentence strips</li> <li>● Personal word walls with pictures of the school community</li> </ul> | <ul style="list-style-type: none"> <li>● Check for comprehension of directions</li> <li>● Modify land &amp; weather content to focus on key concepts</li> <li>● Have students paraphrase key ideas</li> <li>● Provide outlines of class notes</li> <li>● Use pictures / visuals when modeling discussion about the land and weather</li> <li>● Cue students before asking a question during class discussions</li> <li>● Frontloading land and weather vocabulary</li> <li>● Graphic organizers</li> <li>● Accept verbal responses in lieu of written work</li> <li>● Extended time for writing tasks about weather</li> <li>● Modify length of reading passages</li> <li>● Bilingual dictionaries</li> <li>● Hands-on activities such as “acting out” activities that take place in different weather (skiing, swimming, etc.)</li> </ul> | <ul style="list-style-type: none"> <li>● Allow extended time for reading and writing activities about the land &amp; weather</li> <li>● Use comprehension strategies such as highlighting, sticky notes, summarizing, making connections, etc.</li> <li>● Check for comprehension of directions</li> <li>● Cue students before asking questions about land &amp; weather during class discussions</li> <li>● Graphic organizer: K-W-L</li> <li>● Accept modified written work</li> <li>● Extended time for written work</li> <li>● Bilingual dictionaries</li> </ul> |

**Differentiation/Accommodations/Modification**  
*(Alternate modes of instruction and support)*

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| <b>Modifications to Support our Gifted and Talented Learners</b> | <b>Modifications to Support our Students with IEPs/504s and At-Risk Learners</b> |
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| <p>Integrate Higher Order Thinking Skills (HOTS) through research and extension projects specific to land and weather.</p> <p>Provide menu of challenge activities for when the child finishes the lesson early (integrate technology when possible).</p> | <p>Establish procedures for accommodations and modifications for assessments as per IEP/504.</p> <p>Modify classroom environment to support academic and physical needs of the students as per IEP/504.</p> <p>Our community's land &amp; weather vocabulary and literary terms should be pre-taught before reading each unit. Multisensory methods will be utilized such as google images, gesturing, and meaningful movement.</p> <p>Support comprehension of unknown vocabulary words by providing a method for the student to continue reading and not interrupt the text's flow. Note-taking, highlighting, underlining, etc. should be allowed to be written on student copies of the actual nonfiction texts about land &amp; weather (teacher should provide a photocopy).</p> <p>Text to speech/Oral reading</p> |
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**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/>