



BOE Approved 8/18

Cliffside Park Public Schools

Unit Name: Animals & Habitats			
Resource: Spotlight on English, Santillana			
Duration: 4 - 6 weeks			
Enduring Understanding			
<ul style="list-style-type: none">Students will explore animals and their place in the community as the students communicate in English, developing skills and strategies across English modalities.			
Essential Questions			
<ul style="list-style-type: none">How do students describe animals and their place in the community?How do students exchange information about about details of a story involving animals or the environment?How do students describe habitats and locations?How do students describe story elements?			
Focus of Standards			
Student Outcomes	Skills	Assessments	Resources
<ul style="list-style-type: none">I can describe animals..I can exchange information about retelling story details.	<ul style="list-style-type: none">ReadingFollow words from left to right and top to	Formative: <ul style="list-style-type: none">Observation of student responses	<ul style="list-style-type: none">Spotlight SantillanaRaz KidsESL BrainPop

<ul style="list-style-type: none"> • I can exchange information about animal habits and routines. • I can ask and answer questions about animals. • I can compare and contrast animals. • I can describe settings. • I can identify animal babies. • I can retell facts from text. 	<p>bottom</p> <ul style="list-style-type: none"> • Writing • Listening • Understand and follow directions. • Speaking • Ask and answer questions • Counting • Classifying • Predicting 	<p>during whole-group, small-group, partnership and individual conferences.</p> <ul style="list-style-type: none"> • Student Performance Checklist (borrowed from unit skills & vocabulary) <p>Summative:</p> <ul style="list-style-type: none"> • Spotlight on English unit assessments & comprehension 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"> • Students will point to an animal and demonstrate characteristics of the animal. 	<ul style="list-style-type: none"> • Magazines • Newspapers • Audio CDs • Teacher created materials • Multimedia resources
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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

English Language Proficiency Standard 4 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science

English Language Proficiency Standard 5 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

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.

	Beginner	Intermediate	Advanced
ESL Modifications and Teaching Strategies	<ul style="list-style-type: none"> ● Use pictures / visuals of animals and animal habitats ● Cue students before asking a question during class discussions ● Small group activities ● Frontloading vocabulary ● Graphic organizers: Venn diagram and K-W-L chart ● Accept verbal responses in lieu of written work ● Extended time for written 	<ul style="list-style-type: none"> ● Check for comprehension of directions ● Modify content to focus on key concepts ● Have students paraphrase key ideas ● Provide outlines of class notes ● Use pictures / visuals to identify names of animals ● Cue students before asking a question during class discussions 	<ul style="list-style-type: none"> ● Ask open ended questions ● Use comprehension strategies such as highlighting, sticky notes, summarizing, making connections, etc. ● Check for comprehension of directions ● Modify content to focus on key concepts describing animal characteristics ● Have students paraphrase key ideas

	<p>work</p> <ul style="list-style-type: none"> ● Modify length of reading passages ● Simplified assignments ● Bilingual dictionaries ● hands -on activities ● Demonstrations ● Use realia, maps, photos, and manipulatives ● TPR (total physical response) ● Sentence strips ● Word walls with pictures ● hands-on activities ● Use realia, maps, photos, and manipulatives 	<ul style="list-style-type: none"> ● Small group activities ● Frontloading vocabulary ● Graphic organizers ● 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, photos, and manipulatives 	<ul style="list-style-type: none"> ● Provide outlines of class notes ● Cue students before asking a question during class discussions ● Graphic organizers- K-W-L ● Accept modified written work ● Extended time for written work
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Differentiation/Accommodations/Modification

(Alternate modes of instruction and support)

Modifications to Support our Gifted and Talented Learners

Integrate Higher Order Thinking Skills (HOTS) through research and extension projects specific to animals and their habitats.

Provide menu of challenge activities for when the child finishes the lesson early (integrate technology when possible).

Modifications to Support our Students with IEPs/504s and At-Risk Learners

Establish procedures for accommodations and modifications for assessments as per IEP/504.

Modify classroom environment to support academic and physical needs of the students as per IEP/504.

Animals & their habitat-specific 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.

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 animals (teacher should provide a photocopy).

Text to speech/Oral reading

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/>

