



BOE Approved 8/18

Cliffside Park Public Schools

Unit Name: Environment

Resource: Spotlight on English, Santillana

Duration: 4 - 6 weeks

Enduring Understanding

- Environment encompasses the world around us, including both natural wonders and outer space.

Essential Questions

- How do students use prepositions and clauses to discuss the world around them?
- How do students use adjectives and adverbs to describe action as well as places?
- How do students use sequence words and expressions of frequency to tell when something happens?
- How do students sequence events in a story using a timeline?
- How do students use comprehension strategies to understand the text?
- How do students use graphic organizers to help understanding?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<p>Student Outcomes</p> <ul style="list-style-type: none"> ● I can identify, compare and contrast, and describe places ● I can retell and relate events ● I can ask informational questions ● I can describe spatial and temporal relationships ● I can express likes and dislikes ● I can identify cause and effect relationships ● I can evaluate and correct original text 	<ul style="list-style-type: none"> ● Reading for meaning ● Writing in grammatically correct English ● Speaking in English ● Using schema ● Speaking to communicate ● Listening and responding ● Engaging in discussion ● Visualizing ● Monitoring and repairing comprehension ● Finding word meaning <p>(These skills are assessed through use of Unit 5 & Unit 6 in the Grade 3 Spotlight on English book & Unit 2 & Unit 6 in the Grade 4 Spotlight on English book, as well as through other sources.)</p>	<p>Formative:</p> <ul style="list-style-type: none"> ● Observation of student responses during whole-group, small-group, partnership and individual conferences. ● Response to readings & discussions ● Checklist -Identify key concepts (borrowed from unit skills & vocabulary) ● Appendices for Units ● Extension activities addressing multiple intelligences in the Spotlight book ● Completion of graphic organizers <p>Summative:</p> <ul style="list-style-type: none"> ● Making Connections Unit Assessments ● Spotlight on English unit assessments (Unit 2 & Unit 6 in Grade 4 & Unit 5 & Unit 6 in Grade 3) ● Exit questions <p>Benchmarks:</p> <ul style="list-style-type: none"> ● WIDA placement (for 	<ul style="list-style-type: none"> ● Spotlight Santillana ● Raz Kids for ELLs ● ESL BrainPop ● Magazines ● Newspapers ● Making Connections ● Audio CDs ● Teacher created materials ● Multimedia resources

		<p>new arrivals)</p> <ul style="list-style-type: none"> ● WIDA Model assessment ● Spring WIDA assessment (for all ELLs) <p>Alternative:</p> <ul style="list-style-type: none"> ● Word banks, sentence frames, oral responses and graphic organizers pertaining to the Environment Unit. 	
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WIDA and New Jersey Student Learning Standards for English Language Arts

Wida Standards

Standard 1 (Social and Instructional Language); English language learners communicate for Social and instructional purposes within the school setting.

Standard 2 (The Language of Language Arts); English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Standard 3 (The Language of Mathematics); English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.

Standard 4 – (Language of Science); English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.

New Jersey Student Learning Standards for English Language Arts

Reading Standards for Literature

Key Ideas and Details

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

Integration of Knowledge and Ideas

RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Reading Standards for Informational Text

Key Ideas and Details

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Integration of Knowledge and Ideas

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

Reading Foundational Skills

Phonics and Word Recognition

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

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Fluency

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

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Writing Standards

Production and Distribution of writing

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Speaking and Listening Standards

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

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.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

Presentation of Knowledge and Ideas

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.4.4. 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.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SL.4.6. 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.

Language Standards

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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: 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"> ● Pair visual prompts with verbal presentations ● Cue students before asking a question during class discussions ● Use a word square (graphic organizer) to teach target academic vocabulary for the Environment unit. ● Frontload vocabulary ● Accept verbal responses in lieu of written work ● Provide sentence frames for written work ● Modify length of reading passages ● Native language supports: Bilingual dictionaries, peer translation, and google translate ● Model the key concepts and language functions -use realia, maps, photos, and manipulatives ● TPR (total physical response) ● Sentence strips to model complete sentence writing about the topic ● Word walls with pictures - can be personal notebook word reference guides 	<ul style="list-style-type: none"> ● When introducing the chapters pertaining to the Environment unit, use a Think-Pair-Write-Share (graphic organizer) to provide written and oral language processing time for the content learning. ● Modify content to focus on key concepts & have students paraphrase key ideas ● Use individual word walls (in notebook) to note definition of challenging words ● Provide outlines of class notes ● Pair visual prompts with verbal presentations ● Cue students before asking a question during class discussions ● Extended time for written work ● Modify length of reading passages ● Native language supports: Bilingual dictionaries, peer translation, and google translate 	<ul style="list-style-type: none"> ● Ask open ended questions ● Wait Time Two strategy - extend basic "Wait Time" - after the 1st student responds to a question, the teacher waits an additional 5 - 7 seconds before calling on another student to ask a question about the Environment. This can apply to reading and writing activities. ● Use comprehension strategies such as highlighting, sticky notes, summarizing, making connections, etc. ● Anticipation guide: before reading about the environment to determine what the student knows about the topic. ● Concept/Idea Map: teacher models note-taking on the the environment. ● Contextualize language: for the key vocabulary terms

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

**Modifications to
Support Gifted and Talented**

Modifications to Support Our Learners
(Students with IEPs/504s and At-Risk Learners)

Read appropriately challenging texts about the environment.

Participate in inquiry and project-based learning units of study about planets and the natural world.

Challenging content, process, and student work product.

Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.

Access to word/picture banks for reference in tasks that require reading texts or writing about the environment.

Provide students with flexible seating options while reading about the environment, depending on need or preference.

Environment-specific vocabulary and terms should be pre-taught before each week. Multisensory methods will be utilized such as google images, gesturing, and meaningful movement.

Oral reading & oral response options to be provided for assignments in this unit, calling for students to produce written responses connected to this unit on the Environment.

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>