



BOE Approved 8/18

## Cliffside Park Public Schools

**Unit Name: Community**

**Resource: Spotlight on English, Santillana**

**Duration: 4-6 weeks**

### **Enduring Understanding**

Communities include diverse people in different environments, all working together to help each other thrive.

### **Essential Questions**

- How do students describe and discuss members of the community?
- How do students describe and discuss the activities people in the community have to do?
- How do students ask and answer questions about community?
- How do students use verb tenses and parts of speech in order to communicate effectively about community?
- How do students read and interact with a selection of biographies about men and women in the community?
- How do students identify details that support the main idea of what they read and write?

**Focus of Standards**

Student Outcomes	Skills	Assessments	Resources
<ul style="list-style-type: none"> <li>● I can identify activities people have to do</li> <li>● I can use <i>have to / has to</i> to show necessity</li> <li>● I can use the simple present tense</li> <li>● I can identify animals in the community</li> <li>● I can ask and answer questions with <i>Can you...?</i></li> <li>● I can use affirmative and negative short answers with <i>can</i></li> <li>● I can tell what people and animals can and can't do</li> <li>● I can ask and answer questions with <i>Do...?</i></li> <li>● I can <i>identify subjects, predicates, and adjectives</i></li> <li>● I can use <i>very</i> with adjectives</li> <li>● I can evaluate the main idea in a text about a member of the community.</li> <li>● I can identify details that support the main idea of the text</li> </ul>	<ul style="list-style-type: none"> <li>● Reading</li> <li>● Writing</li> <li>● Listening</li> <li>● Understanding and following directions.</li> <li>● Asking and answering questions</li> <li>● Classifying</li> <li>● Predicting</li> <li>● Inferencing</li> <li>● Describing orally</li> <li>● Comparing and contrasting</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>● 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 (Unit 2 &amp; Unit 4 in Grade 3 &amp; Unit 4 in Grade 4)</li> <li>● Making Connections unit assessments</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 - mid year benchmark</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 write songs and/or plays about community</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> <li>● Making Connections</li> </ul>

## 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 5 (The Language of Social Studies);** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

### 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

	<b>Beginner</b>	<b>Intermediate</b>	<b>Advanced</b>
<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 community</li> <li>● Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Cue students before asking a question during class discussions</li> <li>● Small group activities following teacher modeling</li> <li>● Frontloading community vocabulary</li> <li>● Graphic organizers such as separating community 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>● hands -on activities</li> <li>● Demonstrations</li> <li>● Use realia, maps of schools, photos of community, and manipulatives used in the community</li> <li>● TPR (total physical response)</li> <li>● Sentence strips</li> <li>● Personal word walls with pictures of the community (use smartboard)</li> </ul>	<ul style="list-style-type: none"> <li>● Check for comprehension of directions</li> <li>● Modify the community unit 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 community</li> <li>● Cue students before asking a question during class discussions</li> <li>● Frontloading community vocabulary</li> <li>● Graphic organizers</li> <li>● Accept verbal responses in lieu of written work</li> <li>● Extended time for writing tasks about community</li> <li>● Modify length of reading passages</li> <li>● Native language supports: Bilingual dictionaries</li> <li>● Hands-on activities such as “acting out” interaction in the community.</li> </ul>	<ul style="list-style-type: none"> <li>● Allow extended time for reading and writing activities about the community</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 community 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>● Native language supports: Bilingual dictionaries &amp; google translate</li> </ul>

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

Modifications to Support our Gifted and Talented Learners	Modifications to Support our Students with IEPs/504s and At-Risk Learners
<p>Amplify learning by providing more challenging texts about the community topic (available online and in the class library).</p> <p>Participate in inquiry and project-based learning about community such as exploring communities in various countries (compare &amp; contrast their own culture's community)</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>By utilizing individual student assessment results, the teacher will provide small group or remedial instruction to review essential questions/big ideas of the Community unit, to provide additional explanations, more examples, and to model procedures in completing Community-unit demonstration of learning.</p> <p>Utilize visual aids such as charts, maps, and timelines connected to Community and provide explicit instruction in how to analyze or use the data or information.</p> <p>Allow extra time to complete unit specific assignments.</p> <p>Provide additional set of materials or online access (teacher notes) so that students can utilize resources at school and home.</p> <p>Differentiate through content, process, product, environment</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>