



BOE Approved 8/18

Cliffside Park Public Schools

Unit Name: Heroes, Real and Fictional

Resource: Spotlight on English, Santillana

Duration: 4-6 weeks

Enduring Understanding

- Heroes in the American culture share certain common traits that cause them to be admired in society, sometimes throughout generations.

Essential Questions

- How do students understand heroism?
- Where do folktales come from and how does heroism play into their creation?
- How do students discuss and write about the characteristics and traits of a hero?
- How do students recognize and describe literary elements?
- How do students use graphic organizers to help separate realistic and unrealistic events (fact and fiction)?
- How do students evaluate and correct text?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<ul style="list-style-type: none"> ● I can express opinions ● I can describe, compare, and contrast elements of music and art ● I can use words that describe spatial and temporal relations ● I can combine sentences using different conjunctions ● I can use the different verb tenses ● I can use graphic organizers to help separate fact from fiction ● I can recognize cause and effects relationships in a text ● I can write a tall tale and a narrative about a hero ● I can read a poem ● I can read a fictional narrative 	<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 7 in the Grade 3 Spotlight on English book & Unit 1 in the Grade 4 Spotlight on English book, as well as through other sources.)</p>	<p>Formative:</p> <ul style="list-style-type: none"> ● Completion of graphic organizers ● 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 <p>Summative:</p> <ul style="list-style-type: none"> ● Making Connections Unit Assessments ● Spotlight on English unit assessments (Unit 7 in Grade 3 & Unit 1 in Grade 4) ● 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

		<ul style="list-style-type: none"> new arrivals) ● WIDA Model assessment ● Spring WIDA assessment (for all ELLs) <p>Alternative:</p> <ul style="list-style-type: none"> ● Telling tall tales about heroes and sharing personal journal entries on heroism 	
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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 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.

	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"> ● Use pictures / visuals about heroes ● Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) ● Cue students before asking a question during class discussions ● Small group activities following teacher modeling ● Frontloading vocabulary pertaining to heroes and folktales (unit vocabulary) ● Graphic organizers such as hero character maps ● Accept verbal responses in lieu of written work ● Extended time for written work ● Modify length of reading passages ● Simplified assignments ● hands -on activities ● Demonstrations ● Use realia, maps of US landmarks (for folktale contextualizing), and photos of words used in the unit ● TPR (total physical response) ● Sentence strips ● Personal word walls with pictures of the community (use smartboard) 	<ul style="list-style-type: none"> ● When introducing the chapters pertaining to the Heroes, Folk Heroes & Tall Tales units, 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 ● 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 heroes (both folk heroes and real heroes). [This can be used to assess student progress as well.] ● Use comprehension strategies such as highlighting, sticky notes, summarizing, making connections, etc. ● Anticipation guide: before reading about the heroes and American folk heroes & landmarks noting them, to determine what the student knows about the topic. ● Concept/Idea Map: teacher models note-taking on the heroism. ● Contextualize language: for the key vocabulary terms ● Pair visual prompts with verbal presentations

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)
<p>Develop a tall tale, using the heroic elements studies in this unit.</p> <p>Interview a family member or member of the community who has heroic qualities and report the findings/person's story back to the class.</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 Heroes unit, to provide additional explanations, more examples, and to model procedures in completing the Heroes-unit demonstration of learning.</p> <p>Utilize visual aids such as charts, maps, and timelines connected to heroes and provide explicit instruction in how to analyze or use the 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>