



BOE Approved 8/18

Cliffside Park Public Schools

Unit Name: Sequencing of Events

Resource: Making Connections, Spin

Duration: 4 - 6 weeks

Enduring Understanding

- Effective communication about sequence is critical for learning and communicating.

Essential Questions

- How do students use “when” and “but” when combining sentences?
- How do students use transitional words when sequencing events in a story?
- How do students identify and use the correct verb tenses?
- How do students use nonfiction texts to learn about past events?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<ul style="list-style-type: none">• I can compare adjectives.• I can use “when,” and “but” correctly in sentences.• I can use regular/irregular verbs correctly when speaking and writing.	<ul style="list-style-type: none">• Reading for meaning• Writing in grammatically correct English• Speaking in English	Formative: <ul style="list-style-type: none">• Observation of student responses during whole-group, small-group,	<ul style="list-style-type: none">• Spin• Making Connections• Raz Kids• ESL BrainPop

<ul style="list-style-type: none"> • I can use before/after to demonstrate understanding of text. • I can recognize and use transitional words correctly when sequencing. 	<ul style="list-style-type: none"> • Using schema • Speaking to communicate • Listening and responding • Engaging in discussion • Visualizing • Monitoring and repairing comprehension • Finding word meaning 	<p>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"> • Spin Unit tests • Making Connection unit Tests • 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"> • Based on this unit, students write songs and/or statements using sentence frames 	<ul style="list-style-type: none"> • English for everyone website • 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

New Jersey Student Learning Standards for English Language Arts

Reading Standards for Informational Text

Key Ideas and Details

RI.5.1 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Progress Indicators for Reading Foundational Skills

Phonics and Word Recognition

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

Fluency

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

Writing Standards

Text Types and Purposes

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Speaking and Listening Standards

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Language Standards

Conventions of Standard English

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 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 of sequence words ● Cue students before asking a question during class discussions about the order of events ● Frontloading sequencing vocabulary ● Graphic organizers - timelines for sequence ● Accept verbal responses in lieu of written work ● Extended time for written work ● Modify length of reading passages ● Native Language Supports: Bilingual dictionaries ● Teacher modeling of sequence of events ● Use photos and manipulatives to assist comprehension ● TPR (total physical response) ● Sentence strips 	<ul style="list-style-type: none"> ● Check for comprehension of directions ● Modify content to focus on key sequence concepts ● Have students paraphrase key ideas ● Provide copies of class notes about sequencing ● Use pictures / visuals ● Cue students before asking a question during class discussions ● Small group activities ● Frontloading vocabulary ● Graphic organizers ● Provide sentence frames for written work about sequencing ● Extended time for written work ● Native Language Supports: Bilingual dictionaries ● hands -on activities 	<ul style="list-style-type: none"> ● Allow extended time for reading and writing activities ● Use comprehension strategies such as highlighting, sticky notes, summarizing, making connections, etc. ● Check for comprehension of directions ● Ask open ended questions about sequence and event timelines ● Have students paraphrase key ideas ● Provide copies of class notes (chromebook can assist in this) ● Use pictures / visuals ● Cue students before asking a question during class discussions ● Frontloading sequence vocabulary ● Graphic organizers - story maps to assist in sequence understanding

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

Modifications to Support Gifted and Talented Students

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

Provide more challenging content for the student to use when applying the skill of identifying the correct sequence.

Participate in project-based learning units about sequencing, i.e. developing a comic book about a character and including both key sequence words and time clauses.

Teaching peers about sequence, using the smartboard and additional technology tools.

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

Provide students with flexible seating options while reading fiction stories, depending on need or preference.

By utilizing individual student assessment results, the teacher will use leveled readers that address the essential questions/big ideas of sequencing.

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

Differentiation through content, process, product, 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>