



BOE Approved 8/18

## Cliffside Park Public Schools

Unit Name: **Daily Activities**

Resource: **Making Connections, Spin**

Duration: **4 - 6 weeks**

### **Enduring Understanding**

- Explore daily activities and routines as they develop skills and strategies across English modalities.

### **Essential Questions**

- How do students communicate effectively and describe daily activities?
- How do students communicate about routines effectively in English?
- How do students identify and write topic sentences of a paragraph?
- How do students identify the main idea and supporting details of a story that includes daily activities?

**Focus of Standards**

<b>Student Outcomes</b>	<b>Skills</b>	<b>Assessments</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>● I can use count and noncount nouns.</li> <li>● I can use “any”, “some”, “because” and “should”</li> <li>● I can identify and write topic sentences of a paragraph.</li> <li>● I can identify the main idea of a story.</li> </ul>	<ul style="list-style-type: none"> <li>● Reading short stories &amp; labels</li> <li>● Writing to describe daily activities</li> <li>● Listening and responding</li> <li>● Speaking to communicate effectively</li> <li>● Labeling</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>● teacher observation of student responses</li> <li>● Authentic assessments</li> <li>● Writing about an event that happened recently</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>● Spin Unit tests on daily activities</li> <li>● Making Connection unit tests</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</li> <li>● Spring WIDA assessment (for all ELLs)</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>● Creating a comic strip of the daily activities for their character - written &amp; illustrated</li> </ul>	<ul style="list-style-type: none"> <li>● Spin</li> <li>● Making Connections</li> <li>● Raz Kids</li> <li>● ESL BrainPop</li> <li>● English for everyone website</li> <li>● Magazines</li> <li>● Newspapers</li> <li>● Audio CDs</li> <li>● Teacher created materials</li> <li>● Multimedia resources</li> </ul>

## 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.

#### Reading Foundation 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

##### Comprehension and Collaboration

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.

### **Presentation of Knowledge and Ideas**

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

### **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.

	<b>Beginner</b>	<b>Intermediate</b>	<b>Advanced</b>
<p><b>ESL Modifications and Teaching Strategies</b>            Note: 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</li> <li>● Cue students before asking a question during class discussions</li> <li>● Use a word square to teach &amp; target academic vocabulary of the unit of daily activities</li> <li>● Frontloading vocabulary - activities &amp; routines</li> <li>● Graphic organizers - process chart/comic strip</li> <li>● Accept verbal responses in lieu of written work</li> <li>● Extended time for written work</li> <li>● Modify length of reading passages about health</li> <li>● Simplified assignments</li> <li>● Native language supports: Bilingual dictionaries, peer translation, google translate</li> <li>● TPR/hands -on activities such as re-enacting healthy habits</li> <li>● Use realia, maps, photos, and manipulatives of daily activities</li> <li>● Sentence strips</li> <li>● Word walls with pictures in notebooks</li> <li>● Sentence frames to assist in writing</li> </ul>	<ul style="list-style-type: none"> <li>● Check for comprehension of directions</li> <li>● Modify content to focus on key concepts of daily activities</li> <li>● Have students paraphrase key ideas with help of sentence frames</li> <li>● Provide outlines of class notes</li> <li>● Use pictures / visuals</li> <li>● Cue students before asking a question during class discussions</li> <li>● Frontloading vocabulary with help of google images</li> <li>● Graphic organizers - sequence chart of daily activities</li> <li>● Extended time for written work</li> <li>● Modify length of reading passages</li> <li>● Simplified assignments</li> <li>● Native language supports: bilingual dictionaries</li> <li>● Teacher models tasks</li> <li>● Use realia, photos, and manipulatives...students use the realia to review daily routines</li> </ul>	<ul style="list-style-type: none"> <li>● Use comprehension strategies such as highlighting, sticky notes, summarizing, making connections, etc.</li> <li>● Check for comprehension of directions</li> <li>● Have students paraphrase key ideas</li> <li>● Keep notes of content area vocabulary, as personal dictionary</li> <li>● Use pictures / visuals - technology to assist</li> <li>● Cue students before asking a question during class discussions</li> <li>● Graphic organizers</li> <li>● Native language supports: bilingual dictionaries</li> </ul>

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

**Modifications to Support Gifted and Talented Students**

Reduce the number of low level tasks required for the student to complete (be specific to the unit about the intro level tasks) - curriculum compacting.

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

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

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

Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team; breaking activities into smaller units.

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

Allow for Student Choice: Students should be permitted to demonstrate understanding of unit 3 through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.

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

Model procedures for life skills. Basic skills such as sequencing daily activities.

**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>

