



BOE Approved 8/18

## Cliffside Park Public Schools

**Unit Name: Use of Prediction Skills**

**Resource: Making Connections, Spin**

**Duration: 4-6 weeks**

### Enduring Understanding

- Drawing conclusions and predicting outcomes are necessary skills across all English language modalities.

### Essential Questions

- How do students draw conclusions and predict outcomes?
- How do students use the correct grammar to communicate about possible futures?
- What evidence do students use to draw logical conclusions and predict possible outcomes?

### Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<ul style="list-style-type: none"><li>• I can use 'will' in sentence writing.</li><li>• I can write sentences using 'will/won't'.</li><li>• I can use 'a/an' or 'the' in sentence writing.</li><li>• I can draw use events in a story to draw conclusions and predict outcomes.</li></ul>	<ul style="list-style-type: none"><li>• Writing in grammatically correct English</li><li>• Reading for meaning and prediction</li><li>• Listening and</li></ul>	<b>Formative:</b> <ul style="list-style-type: none"><li>• Student Performance Checklist (borrowed from unit skills &amp; vocabulary)</li><li>• teacher observation</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</li></ul>

<ul style="list-style-type: none"> <li>I can make an educated guess about outcome based on knowing about characters and setting.</li> </ul>	<p>responding</p> <ul style="list-style-type: none"> <li>Speaking to communicate</li> <li>Finding meaning for new vocabulary</li> <li>Using schema</li> <li>Engaging in discussion</li> </ul>	<ul style="list-style-type: none"> <li>ESL Brainpop tasks, adjusted for level</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Spin Unit tests</li> <li>Making Connection unit Tests</li> <li>ESL Brainpop unit assessments</li> <li>Exit questions</li> </ul> <p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>WIDA Placement (for new arrivals)</li> <li>WIDA Model assessment</li> <li>Spring WIDA assessment</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>Develop a comic, using both text and images that help a reader draw a logical conclusion.</li> </ul>	<p>everyone website</p> <ul style="list-style-type: none"> <li>Magazines</li> <li>Newspapers</li> <li>Audio CDs</li> <li>Teacher created materials</li> <li>Multimedia resources</li> </ul>
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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 Literature**

##### **Key Ideas and Details**

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

##### **Reading Standards for Informational Text**

**Craft and Structure**

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**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.

**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></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>● Cue students before asking a question</li> <li>● Purposeful partnering for small group activities</li> <li>● Frontloading vocabulary, with use of visuals</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>● Bilingual dictionaries</li> <li>● Hands -on activities/kinesthetic teaching strategies/TPR (total physical response)</li> <li>● Use realia, maps, photos, and manipulatives</li> <li>● Sentence strips</li> <li>● Word walls with pictures</li> <li>● Sentence frames &amp; story skeletons</li> <li>● Sorting tasks to group new</li> </ul>	<ul style="list-style-type: none"> <li>● Check for comprehension of directions</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</li> <li>● Graphic organizers, including K-W-L, T-chart, and story maps</li> <li>● Extended time for written work</li> <li>● Modify length of reading passages</li> <li>● Native Language Supports: Bilingual dictionaries, google translate, peer translation</li> <li>● Teacher modelling</li> <li>● Use realia, maps, photos, and manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic organizer - Anticipatory guide to make predictions</li> <li>● Allow extended time for reading and writing activities</li> <li>● Use comprehension strategies such as highlighting, sticky notes, summarizing, making connections, etc.</li> <li>● Have students paraphrase key ideas that lead them to the conclusion they are drawing</li> <li>● Cue students before asking a question during class discussions</li> <li>● Bilingual Dictionary use</li> </ul>

	vocabulary and concepts		
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<b>Differentiation/Accommodations/Modification</b> <i>(Alternate modes of instruction and support)</i>	
<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<p>Amplify learning by providing more challenging texts and applying the skills of prediction and drawing conclusions (available online and in the class library).</p> <p>Using a variety of narratives, students compare and contrast predictions they made with what actually occurred in the story - teacher designates where in the story they are supposed to make the prediction.</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of prediction and drawing conclusions through drawings, computer projects, oral response, etc.</p> <p>Story specific vocabulary and literary terms should be pre-taught before each story. Multisensory methods will be utilized such as google images, gesturing, and meaningful movement.</p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of the fiction stories through drawings, computer projects, oral response, etc.</p> <p>Differentiation through content, process, product, environment</p> <p>Intensive individual intervention (collaborate with the student's special education teacher and other interventionists)</p>
<p><b>SOURCES</b>            New Jersey Student Learning Standards (2016) - <a href="https://www.wida.us/standards/Resource_Guide_web.pdf">https://www.wida.us/standards/Resource_Guide_web.pdf</a>            Career Ready Practices (2014) - <a href="http://www.state.nj.us/education/cccs/2016/ela/g05.pdf">http://www.state.nj.us/education/cccs/2016/ela/g05.pdf</a>            WIDA (2012) <a href="http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf">http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</a></p>	