



BOE Approved 8/18

## Cliffside Park Public Schools

**Unit Name: Animals and the Community**

**Resource: Spotlight on English, Santillana**

**Duration: 4 - 6 weeks**

### Enduring Understanding

- Students will explore animals in the community as well as community helpers as they develop skills and strategies across English modalities.

### Essential Questions

- How do students describe animals and their place in the community?
- How do students exchange information about details of a story?
- How do students describe habitats and locations?
- How do students describe community workers and their roles?
- How do students describe a series of events?
- How do students exchange information about past events?

### Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<ul style="list-style-type: none"><li>● I can describe animal characteristics.</li><li>● I can exchange information about story details.</li></ul>	<ul style="list-style-type: none"><li>● Reading</li></ul>	<b>Formative:</b> <ul style="list-style-type: none"><li>● Observation of</li></ul>	<ul style="list-style-type: none"><li>● Spotlight Santillana</li><li>● Raz Kids</li></ul>

<ul style="list-style-type: none"> <li>● I can exchange information about animal habits and routines.</li> <li>● I can ask and answer questions.</li> <li>● I can describe items according to size.</li> <li>● I can categorize objects by properties.</li> <li>● I can identify animal babies.</li> <li>● I can identify and describe community people and locations.</li> <li>● I can describe past events.</li> <li>● I can count and describe quantity.</li> <li>● I can identify signs and their purpose.</li> <li>● I can rhyme.</li> <li>● I can recognize beginning sounds.</li> <li>● I can recognize medial sounds.</li> <li>● I can recognize sight words.</li> </ul>	<ul style="list-style-type: none"> <li>● Follow words from left to right and top to bottom</li> <li>● Writing</li> <li>● Listening</li> <li>● Understand and follow directions.</li> <li>● Speaking</li> <li>● Ask and answer questions</li> <li>● Counting</li> <li>● Classifying</li> <li>● Predicting</li> </ul>	<p>student responses during whole-group, small-group, partnership and individual conferences.</p> <ul style="list-style-type: none"> <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 units 5 &amp; 6 assessment</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>● Sorting animals by characteristics</li> </ul>	<ul style="list-style-type: none"> <li>● ESL BrainPop</li> <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

**NJSLS English Language Arts Standards**

**Progress Indicators for Reading Literature Text**

### **Key Ideas and Details**

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

### **Craft and Structure**

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

### **Progress Indicators for Reading Foundation Skills**

#### **Print Concepts**

RF.K.1. Demonstrate understanding of the organization and basic features of print.

#### **Phonological Awareness**

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

#### **Phonics and Word Recognition**

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

#### **Fluency**

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

### **Progress Indicators for Writing**

#### **Text Types and Purposes**

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

### **Progress Indicators for Speaking and Listening**

#### **Comprehension and Collaboration**

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

**Progress Indicators for Language**

**Conventions of Standard English**

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Vocabulary Acquisition and Use**

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**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 of animals and the community</li> <li>● Cue students before asking a question during class discussions</li> <li>● Small group activities</li> <li>● Frontloading animal &amp; community vocabulary</li> <li>● Graphic organizers</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>● Picture dictionaries</li> <li>● hands -on activities</li> <li>● Use realia, maps, photos, and manipulatives</li> <li>● TPR (total physical response)</li> <li>● Sentence strips</li> <li>● Word walls with pictures</li> <li>● hands-on activities</li> <li>● Use realia, maps, photos, and manipulatives</li> <li>● Point to Various animals &amp; their characteristics</li> </ul>	<ul style="list-style-type: none"> <li>● Check for comprehension of directions</li> <li>● Use comprehension strategies such as highlighting, sticky notes, summarizing, making connections, etc.</li> <li>● Modify content to focus on key concepts</li> <li>● Have students paraphrase key ideas</li> <li>● Use word walls</li> <li>● Provide outlines of class notes</li> <li>● Cue students before asking a question during class discussions</li> <li>● Frontloading animal &amp; community vocabulary</li> <li>● Graphic organizers</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</li> <li>● Demonstrations</li> <li>● Use realia, maps, photos, and manipulatives of animals &amp; the community</li> <li>● Write simple questions using question words</li> </ul>	<ul style="list-style-type: none"> <li>● Ask open ended questions</li> <li>● Allow extended time for reading and writing activities about food</li> <li>● Check for comprehension of directions</li> <li>● Modify content to focus on key concepts</li> <li>● Have students paraphrase key ideas</li> <li>● Provide outlines of class notes</li> <li>● Frontloading animal &amp; community vocabulary</li> <li>● Graphic organizers</li> <li>● Accept modified written work</li> <li>● Simplified assignments</li> <li>● Bilingual dictionaries</li> <li>● hands-on activities</li> <li>● Demonstrations</li> <li>● Use realia, maps, photos, and manipulatives</li> <li>● Compare &amp; contrast “This animal has..../That animal has...”</li> </ul>

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

<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>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p> <p>Amplify learning by providing more challenging texts about the school community topic (available online and in the class library).</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 the fiction stories through drawings, oral response, etc.</p> <p>This unit's vocabulary and literary terms should be pre-taught before each fiction story. Multisensory methods will be utilized such as google images, gesturing, and meaningful movement.</p> <p>Differentiation 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>

Spotlight on English (2016) <http://santillanausa.com/spotlightonenglish/>