

ESL (GRADE 5) Curriculum Guide

**LINDEN PUBLIC SCHOOLS
LINDEN, NEW JERSEY**

**DENISE CLEARY
ACTING SUPERINTENDENT**

**Kevin LaMastra
SUPERVISOR OF BILINGUAL, ESL & WORLD LANGUAGES**

The Linden Board of Education adopted the Curriculum Guide on:

August 25, 2022

Date

Education - Item #10

Agenda Item

Rationale

Be it resolved, that all curricula within the following content areas be readopted for use in the Linden Public Schools for the 2022-2023 school year. All curricula are aligned to the New Jersey Student Learning Standards.

Public Notice of Non-Discrimination

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer

Kevin Thurston – (908) 486-5432 ext. 8307; kthurston@lindenps.org

504 Officer & District Anti-Bullying Coordinator

Annabell Louis – (908) 486-2800 ext. 8025; alouis@lindenps.org

Title IX Coordinator

Steven Viana – (908) 486-7085; sviana@lindenps.org

Director of Special Education

Marie Stefanick – (908) 587-3285; mstefanick@lindenps.org

ACKNOWLEDGEMENT

The Linden Public School District acknowledges with appreciation the efforts of the persons who contributed to the preparation of this guide:

Instructors

MERCEDES FERNANDEZ
VIVIANA OLARTE
CAROLINA VASQUEZ

Linden Public Schools Vision

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

Linden Public Schools Mission

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

LINDEN PUBLIC SCHOOLS

Bilingual/ESL K-12

Mission Statement

The mission of the Linden Public Schools Bilingual/ESL Program is to provide our English Language Learners (ELLs) with standards based educational experiences that are student centered, culturally and linguistically sustaining, and responsive to their needs. We seek to provide world class language instruction that will help our English Language Learners (ELLs) to attain high levels of proficiency, resulting in their abilities to find success in both social and academic contexts. Linking English language instruction to content area studies, English Language Learners will empower themselves through critical thought, reflection, and action to become active participants in their school and local community.

Students will meet rigorous standards that will prepare them for success in content area studies, preparing them for college, the workplace and beyond. The program also honors linguistic pluralism, whereby the first languages and cultures of ELL's are highly valued, and acknowledged as an essential foundation supporting the development of literacy and academic skills across the content areas. Above all, the Linden Public Schools will strive to help each student develop a sense of dignity, self-worth, responsibility, respect for others, and the skills to make a significant contribution to our diverse society.

In addition, the department seeks to fulfill its mission through dedication to continuous improvement and professional development that promotes effective, research based second language methodologies.

PROGRAM GOALS

The goals of the **Bilingual Education** program are to ensure that English language learners are provided with content area support in the native language and in English which will allow them to develop academic skills while acquiring English language skills. The aim of the program is to prepare the students to communicate in social settings, to achieve success in academic settings, and to meet graduation requirements.

The Bilingual Education program builds upon the cultural background of the students in the program while also introducing the students to the culture of the United States. Developmental ESL instruction is an integral part of the Bilingual Education program. The Bilingual Education curriculum develops communicative competence in listening comprehension, speaking, reading, and writing in the English language

The goal of the **ESL program** is to provide a daily developmental second language program where English is acquired through comprehensible immersion in context of content area studies. Its aim is to facilitate acquisition of English so that ELLs students will meet NJ Learning

Standards, the objectives of the standard English instruction program as well as the WIDA standards.

ESL is designed to enable ELLs to access mainstream curriculum and to achieve their personal best in the school setting as well as becoming responsible citizens in local, national, and worldwide community. Learners can best meet these goals through a standards-based curriculum which integrates a Cognitive Academic Language Learning Approach (CALLA) and Sheltered Instruction Observation Protocol (SIOP) approach. Furthermore, learning strategies infused into this program enable students to become lifelong learners. Language learning through meaningful context in an academic setting improves the education and language acquisition of the ELL.

The World-Class Instruction Design and Assessment (WIDA) ESL Standards for Pre-K12 Students and the state and district standards provide the academic framework for instruction. Learners receive direct instruction using realia, vocabulary, concrete based materials, background instruction, graphic organizers, practice, and other appropriate strategies. The ESL course is flexible based on the needs of the learners in the program.

Biliteracy and Guiding Principles of Language Development

Our guiding principles of Language Development reflect our commitment to build upon the home language and cultural knowledge that students bring to our schools and emphasize the importance of language in learning.

1. Multilingual learners' languages and cultures are valuable resources to be leveraged for schooling and classroom life; leveraging these assets and challenging biases help develop multilingual learners' independence and encourage their agency in learning.
2. Multilingual learners' development of multiple languages enhances their knowledge and cultural bases, their intellectual capacities, and their flexibility in language use.
3. Multilingual learners' language development and learning occur over time through meaningful engagement in activities that are valued in their homes, schools, and communities.
4. Multilingual learners' language, social-emotional, and cognitive development are inter-related processes that contribute to their success in school and beyond.
5. Multilingual learners use and develop language when opportunities for learning take into account their individual experiences, characteristics, abilities, and levels of language proficiency.
6. Multilingual learners use and develop language through activities which intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication.
7. Multilingual learners use and develop language to interpret and access information, ideas, and concepts from a variety of sources, including real-life objects, models, representations, and multimodal texts.
8. Multilingual learners draw on their metacognitive, metalinguistic, and metacultural awareness to develop effectiveness in language use.
9. Multilingual learners use their full linguistic repertoire, including translanguage practices, to enrich their language development and learning.

10. Multilingual learners use and develop language to interpret and present different perspectives, build awareness of relationships, and affirm their identities.

Foundational Concepts

The Linden Public Schools ESL Curriculum has been designed for congruency with the four “Big Idea” outlined in the WIDA Standards. Like the “Can Do” philosophy, they support the design of standards based educational experiences that are student centered, culturally and linguistically sustaining, and responsive to multi-lingual learners’ strengths and needs.

EQUITY of Opportunity and Access	INTERGRATION Of Content and Language
Collaboration Among Stakeholders	Functional Approach To language development

EQUITY OF OPPORTUNITY AND ACCESS

Multilingual learners come from a wide range of cultural, linguistic, educational, and socioeconomic backgrounds and have many physical, social, emotional, experiential, and/or cognitive differences. All bring assets, potential, and resources to schools that educators must leverage to increase equity in standards-based systems. Increasing avenues of access, agency, and equity for all multilingual learners—including newcomers, students with interrupted formal schooling (SIFE), long-term English learners (L-TEs), students with disabilities, and gifted and talented English learners—requires educators to be knowledgeable, skillful, imaginative, and compassionate.

The Linden Public Schools ESL curriculum seeks to guide educators to:

- Set high expectations for all students
- Provide access for multilingual learners to rich, standards-based, grade-level content including by scaffolding up (see the WIDA website for resources about scaffolding)
- Enact linguistically and culturally sustainable pedagogies
- Create opportunities for multilingual learners to:
- engage actively with each other in deep learning

- access and use multiple languages, including through translanguaging

When designing and delivering standards-based curriculum, instruction, and assessment, educators should consider multilingual learners’:

- Previous personal and educational experiences
- Recency of arrival in the United States, if applicable
- Diverse cognitive and behavioral strengths, needs, and abilities
- Home and community
- Languages and cultures

Drawing on students’ linguistic and cultural resources is essential to helping them navigate life in a diverse world, in addition to supporting them in meeting demands of academic content areas as they advance through school.

Integration of Language and Content:

Multilingual learners develop content and language concurrently, with academic content as a context for language learning and language as a means for learning academic content.

While acquiring language proficiency, learners employ “multimodality”, the use of multiple means of communication. This is an essential way that for all students to access and engage in the content areas. In addition to the use of spoken and written language, students also communicate through gestures, facial expressions, images, equations, maps, symbols, diagrams, charts, videos, graphs, computer-mediated content, and other means.

Multimodality is inherent to and essential for how students make meaning and engage in disciplinary practices. All students are able to both interpret and express ideas with greater flexibility when using multimodal resources, including multiple languages. Multimodality allows all students to use multiple means to engage, interpret, represent, act, and express their ideas in the classroom. For example, as students read, they also might refer to illustrations or diagrams, and as students write, they might also represent their ideas numerically or graphically.

The integration of content and language for multilingual learners promotes:

- Understanding the connections between content and language
- Making meaning within and across content areas (disciplines)
- Interaction of students with each other in challenging content activities
- Coordination of design and delivery of curriculum, instruction, and assessment

Collaboration among Stakeholders

Collaboration between school leaders, content and language teachers, specialists, support personnel, students and families, is essential for providing multilingual learners high-quality educational experiences that are coordinated and comprehensive.

It is crucial for the academic success of multilingual learners that both language and content teachers and administrators see themselves as responsible for fostering the language development of multilingual learners, and for systems to move away from the idea that language specialists alone should assume sole responsibility for students' language development.

Although different classrooms may have different instructional foci, all classrooms with multilingual learners must incorporate content and language development. Content teachers bring expertise in their discipline, while language teachers bring expertise in language development. Each teacher can contribute to deliver coordinated educational experiences for multilingual learners according to their own qualifications and areas of expertise. With sustained collaboration, language teachers expand their understanding of different content areas, and content teachers develop insights into and respond to the language development needs of multilingual learners.

Content and language teachers can work together to:

- Plan and deliver grade-level standards-based instruction
- Plan for systematic, explicit, and sustained language development alongside the academic demands of the content areas
- Support one another
- Share unique fields of expertise

In this way, multilingual learners and their families benefit from a coherent and shared understanding of expectations and common goals for learning.

Functional Approach to Language Development

To understand what is meant by a “functional approach to language,” WIDA uses the metaphor of the tool box to describe language. We use different linguistic tools to to communicate, to develop relationships, and to act upon the world. Like any good toolbox, the language toolbox contains various tools that function for different needs. Particular linguistic tools achieve certain purposes. For example, we make choices with language to reflect the topic at hand, the social roles and identities of those involved (am I talking to a college admissions interviewer or to my best friend?), and the needs of our listeners and readers. We make choices with language to organize our ideas in particular ways, to convey the relationships among these ideas, and about what types of words are most effective for our message. The explicit teaching of how language works can help multilingual learners expand what they can do with language, thereby growing their language toolbox. The result is that students become increasingly aware and strategic in their use of language to negotiate meaning and achieve their purposes in various contexts.

Strategies to Promote Biliteracy Development in the Classroom

Linden Public Schools seeks to foster the academic success of English/multi-language learners through improving our capacity to use our students' home languages as a resource and bridge to biliteracy. Our goal is to help students' sustain and build their first language literacy, using it as the foundation upon which their English academic skills are developed toward the ultimate goal of helping students to graduate from high school bilingual, biliterate, high achieving and globally competent.

When teachers use biliteracy strategies to support students they deliver instruction that:

- * Helps students to transfer academic content from one language to another
- * Engages in Contrastive Analysis
- * Develops students' academic language in both languages across the content areas
- * Develops metalinguistic awareness
- * Connects to curriculum that reflects a global perspective

The following strategies are examples of effective ways that teachers can promote authentic biliteracy development in their classrooms:

1. Strategic Use of Group Work:

One of the best approaches that teachers can take includes the strategic use of group work. Students have an opportunity to work with others who don't come from the same language background, community, or culture. So, the next time you create groups in the classroom, think about how to structure them to help expose your monolingual students to new languages and cultures as they practice collaborating and communicating across languages. Allow your students to feel confident in their culture and identity when sharing it with their peers.

2. Content-based Language Instruction

This is a very effective teaching strategy that incorporates both content area objectives and language into the lesson. You can have objectives for your content area that are different from your language objectives. Just make sure that your students know the language and content goals for each lesson so that they can self-regulate their learning.

3. Allow them to Express Themselves

Students in dual language classes sometimes want to express themselves in their native language. Allow your students to feel confident doing this, don't make them feel as though using one language is "appropriate" or "bad". To truly make students feel confident in authentic biliteracy, they must feel like they can be themselves in your classroom.

4. Allow Translanguage

Children from bilingual homes sometimes strategically make use of words from two different languages to help them communicate effectively. For instance, they might say one sentence in

English and the next in Spanish, or even mixing the two in one sentence. By allowing students to engage in this natural process of speaking in your classroom, they can draw from those two languages as a useful resource to help them better express themselves and explore difficult academic content.

5. Provide Culturally Sensitive Content and Assessment

Each child's culture shapes and guides their awareness and perspective of the world, and it's vital to consider that when it comes to dual language education. When you create or select learning content or assessments, keep in mind that some of the things that you, as an educator, find familiar might not be familiar to a child. This could influence that student's recorded learning outcome but not show an accurate representation of what they know.

6. Incorporate Families into Your Learning Community

Some bilingual learners have monolingual parents who may not be fluent in English. One way of helping to guarantee your student's full engagement is by engaging parents. You can do this by providing school communications such as announcements and notes in different languages, even if your translation is not perfect.

Earning the NJ Seal of Biliteracy

The Seal of Biliteracy was an initiative started by Californians Together in 2008 to acknowledge and award bilingual and multilingual students. In 2011, it officially became legislation in California and now multiple states throughout the nation have implemented a statewide Seal of Biliteracy. On January 19, 2016, New Jersey became the 17th state to implement a legislated statewide Seal of Biliteracy. By achieving the Seal of Biliteracy, students demonstrate that they are able to speak, read, comprehend and write in two or more languages at a high level of proficiency.



The Seal of Biliteracy seeks to:

- Encourage students to study languages
- Certify attainment of biliteracy
- Provide employers with a method of identifying people with language and biliteracy skills
- Provide universities with a method to recognize and award academic credit to applicants seeking admission
- Prepare students with 21st century skills
- Recognize and promote second language instruction in public schools
- Strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and language of a community

The Seal of Biliteracy opens up opportunities for those pursuing higher education or joining the workforce. As the world increasingly becomes more global, the need for employees with bilingual and multilingual skills has increased.

Employers seek bilingual or multilingual individuals for reasons such as:

- Accessing expanding markets;
- Better serving customer needs;
- Reaching particular and wider ranges of audiences; or
- Opening a channel of communication with customers.

Linden's Multiple Pathways to Biliteracy

A long-term goal of the Linden Public Schools is to enable all students to graduate with high levels of language proficiency in at least two languages.

As described earlier in this document, having high levels of skills in at least two languages will equip our students to meet the demands and challenges of our interconnected, global world, and to play an active role as global citizens. At the secondary level, students have the opportunity to study a wide variety of World Languages: Chinese, French, German, Italian, Russian and Spanish.

As a district, we value of the linguist and cultural diversity of our students, families and community. We understand the language and culture that our ELLs bring to our schools are the foundation that all further literacies will be built upon. We strive to provide culturally sustaining pedagogy, encouraging students to maintain and expand their home languages, while also achieving high levels of English language proficiency.

For this reason, the Bilingual, ESL & World Languages department encourages and facilitates testing for all qualifying 12th grade students so that they may have an opportunity to attain the NJ Seal of Biliteracy. In general, it is anticipated that all students who study a World Language in grades 9-12, will have attained or exceeded the intermediate-mid level of proficiency required to earn the NJ Seal of Biliteracy.

References

- Aldana, U., & Mayer, A. (2014). The international baccalaureate: A college-preparatory pathway for heritage language speakers and immigrant youth. In R. Callahan & P. Gándara (Eds.), *The bilingual advantage: Language, literacy, and the labor market*. Multilingual Matters.
- Aguirre-Muñoz, Z., & Ambiasca, A. (2010). Defining opportunity to learn for English language learners: Linguistic and cultural dimensions of ELLs' instructional contexts. *Journal of Education for Students Placed at Risk*, 15(3), 259–278.
- Boals, T., Hakuta, K., & Blair, A. (2015). Literacy development in academic contexts for adolescent English language learners. In D. Molle, E. Sato, T. Boals, & C. A. Hedgsperth (Eds.), *Multilingual learners and academic literacies: Sociocultural contexts of literacy development in adolescents*. Routledge.
- Cook, V. J. (2003). *Effects of the second language on the first*. Multilingual Matters.
- Cummins, J. (2001). *Negotiating identities: Education for empowerment in a diverse society* (2nd ed.). California Association for Bilingual Education.
- Cummins, J., Hu, S., Markus, P., & Montero, M. (2015). Identity texts and academic achievement: Connecting the dots in multilingual school contexts. *TESOL Quarterly*, 49, 555–581.
- Darling-Hammond, L., Campbell, C., Goodwin, A. L., Hammerness, K., Low, E. L., McIntyre, A., Sato, M., & Zeichner, K. (2017). *Empowered educators: How high-performing systems shape teaching quality around the world*. John Wiley & Sons.
- Escamilla, K. (2015). Schooling begins before adolescence: The case of Manual and limited opportunities to learn. In D. Molle, E. Sato, T. Boals, & C. A. Hedgsperth (Eds.), *Multilingual learners and academic literacies: Sociocultural contexts of literacy development in adolescents* (pp. 210–228). Routledge.
- Gibbons, P. (2015). *Scaffolding language scaffolding learning: Teaching English language learners in the mainstream classroom*. Heinemann.
- Gottlieb, M. (2016). *Assessing English language learners: Bridges from language proficiency to academic achievement* (2nd ed.). Corwin.
- Krashen, S., & Terrell, T. (1983). *The natural approach: Language acquisition in the classroom*. Pergamon.
- Nieto, S. (2010). *The light in their eyes: Creating multicultural learning communities*. Teachers College Press.

- Nieto, S., & Bode, P. (2018). *Affirming diversity: The sociopolitical context of multilingual education* (7th ed.). Pearson.
- Nordmeyer, J., & Barduhn, S. (Eds.). (2010). *Integrating language and content*. TESOL International Association.
- Ortega, L. (2014). Ways forward for a bi/multilingual turn in SLA. In S. May (Ed.), *The multilingual turn: Implications for SLA, TESOL and Bilingual Education* (pp. 32–53). Routledge.
- Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93–97.
- Ritchhart, R., & Church, M. K. (2020). *The power of making thinking visible: Practices to engage and empower all learners*. Jossey-Bass.
- Walqui, A., & Bunch, G. (2020). Educating English learners in the 21st century. In A. Walqui and G. Bunch (Eds.), *Amplifying the curriculum: Designing quality learning opportunities for English learners* (pp. 1–20). Teachers College Press.
- Wei, L. (2018). Translanguaging as a practical theory of language. *Applied Linguistics* 39(1), 9–30.
- WIDA. (2004). *English language proficiency standards, kindergarten through grade 12*. WIDA, University of Wisconsin–Madison.
- WIDA. (2007). *English language proficiency standards for English language learners in pre-kindergarten through Grade 12*. WIDA, University of Wisconsin–Madison.
- WIDA. (2012). *Amplification of the English Language Development Standards*. WIDA, University of Wisconsin–Madison.
- WIDA. (2016). *WIDA can do descriptors: Key uses edition, Grades 9-12*. WIDA, University of Wisconsin–Madison.
- Educational Research*, 41(3), 93–9

ELA/ESL Curriculum: Proficiency Levels 1-5

Grade 5

Unit 1

Self-Discovery

The curriculum for Grades 5 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English.

In this unit, students will learn to understand their uniqueness in this complex world. Students will engage in speaking, listening, reading and writing activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers. Students will explore ways to reach goals and make dreams come true through being exposed to informational and fictional texts. These texts will help our multilingual learners build knowledge while developing phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension. Students will learn vocabulary that will help them explain how their environment affect who they are, while developing skills needed to appreciate their unique characteristics and strengths that can help them achieve their goals.

In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels develop content and academic language simultaneously.

The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
First Trimester 5-6 Weeks	Elementary School Grade 5 meet daily for ELA for a period of 80 minutes.	Levels 1 - 5

Stage 1: Identify Desired Results

WIDA Standards

Standard 1	Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.
Standard 2	Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
Standard 3	Language for Mathematics

	English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
Standard 4	Language for Science English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
Standard 5	Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.
Vocabulary Usage	ELP 1 - Most common vocabulary ELP 2 - High frequency vocabulary ELP 3 - General and some specific vocabulary ELP 4 - Specialized and some technical vocabulary ELP 5 - Specialized and technical vocabulary
Language Forms and Conventions	ELP 1- Memorized language ELP 2 - Language with errors where meaning is obscured. ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words ELP 2 - Phrases, short sentences ELP 3 - Series of related sentences ELP 4 - Moderate discourse ELP 5 - Complex discourse
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
What language do students need in order to demonstrate comprehension and engage in the topic of self-discovery?	Students will explore how world around them and their culture affects who they are, as they develop skills and strategies across English modalities.
How do students state likes and dislikes? How do students discuss feelings?	
What strategies can I use to better understand unfamiliar language?	Biliteracy is a valuable skill in a global community.
How can I make myself understood as a novice level speaker?	Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.

Who am I and what is my place in the world?

Why doesn't everyone see things the way I do?

Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

Everyone has a culture. It shapes how we see the world, ourselves and others.

Stage 2: Evidence

Formative Assessments

- Anecdotal records
- Oral retell
- Collaborative discussion
- Tests
- Quizzes
- Exit tickets
- Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric
- Sorting/matching activities
- Class polls
- Performance tasks (borrowed from unit skills & vocabulary)
- Listening comprehension tasks.
- Online mini-assessments: Kahoot, NearPod, Seesaw, etc.

Summative Assessments

- Journey's Unit Assessment
- Teacher created Assessment
- Benchmark Assessment – WIDA MODEL and/or ACCESS
- Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the novice-mid level for across the interpretive, interpersonal modes of communication.

Unit Projects / Assessments:

At the end of this unit students will complete the suggested unit activity, "Meet the Challenge". In this activity students will write a story about the challenges they would face if they were to run for class president. Using the appropriate scaffolds, students will gather information, write and present the story to their classmates.

- **Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.**

- **Appropriate use of drawing, dictating, and/or writing to narrate a single event.**
- Effective use of sequencing words (e.g., *first, next, then, last*), common adjectives used to describe emotions (e.g., *happy, sad, mad, excited*), pronouns (*I, he, she*), and simple present and past forms of common verbs (*to feel, to be*) to recount a narrative.
- Appropriate use of *wh-* questions (*who, what, when, where, why*), pronouns, and simple present and past forms of common verbs (*to feel, to be*) to ask and answer questions.
- **Effective use of the conjunction *because* to elaborate on ideas.'**
- **Effective use of vocabulary learned in Unit 1.**

Note: Stage 3: Learning Plan

How will the learning unfold over the course of the unit?

The thematic units of the Grade 5 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Grade 5 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodologies
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ Linguistic Activities ▪ Logical-mathematical ▪ Spatial Bodily-Kinesthetic ▪ Interpretive, interpersonal and presentational ▪ Reading, listening, viewing ▪ Singing, drawing, dancing ▪ Build background knowledge ▪ Establish rules and model procedures for classroom discussions ▪ Pre-teach academic and content vocabulary for lesson <p>Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.</p>	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <ul style="list-style-type: none"> • Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. • Teacher will use content area studies as the context for language learning. • Teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.

Sample Activities:

Display objects of various weights and have students identify the difference between heavy and light.

Talk about solving problems – successes and challenges

Draw and label a school

Pre-teach vocabulary in context.

Listen and demonstrate comprehension of stories read aloud

Retell a story (beginning, middle end) after listening to or reading a story

Use a Venn diagram to compare and contrast people or things.

Use a Graphic Organizer to Identify/list elements of the story

Compare and contrast two characters from a story or stories that you have read.

Identify the letters of the alphabet, identify the names of vowels and consonants

Scaffolds Per Proficiency Levels and Domain

Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
Model one step-directions for students to follow	Use manipulative visuals for students to manipulate in order to demonstrate sequence of story	Use graphics/realia to model following multi-step oral directions	Use Venn Diagram to compare and contrast information heard	Confirm students' prior knowledge of content topics
Provide visual/graphic displays for students to match to social language		Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals	Jigsaw discussions	
Use realia that match vocabulary or oral statements	Use TPR			
Use L1 words/cognates when possible	Model matching or classifying oral descriptions to real-life experiences or	Provide wait time		
Allow students to listen to recorded audio as needed		Use anticipation guides such as asking		

visually-represented information.

questions/discussing theme

Restate/rephrase and use similar sentence structures in oral routines

Domain: Speaking				
ELP1	ELP2	ELP3	ELP4	ELP5
Allow students to speak with peers in L1 if possible	Use L1, pictures, gestures, or single words and patterned responses	Provide Graphic Organizer for oral retell	Model/Expect full sentence response	Model dialogue expected in discussion of ideas.
Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know.	Use sentence frame: "I can help someone win by ____"	Prompt student to dialogue/collaboration	Expect full answers to higher order thinking questions	
Ask simple yes/no questions	Think-Pair-Share discussions	Think-Pair-Share	Encourage students to orally present/describe drawings to classmates	
Ask simple wh- questions about text		Scaffold responses to higher order thinking. "In my opinion ____"		
Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Allow Small group activities following teacher modeling			

Domain: Reading				
ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1 if possible.	Preview text using KWL chart	Use ELL Summary	Model developing a story map.	Provide Graphic Organizer for development of text summary
Preview story with picture walk.	Modify length of reading passages	Use word wall with vocabulary relevant to lesson using pictures	Ask inference/predictions questions	
Use picture cards	Use ELL Summary	Offer text at student's proficiency level.		
Identify cognates and pre-teach vocabulary connecting to L1 when possible	Pre-teach vocabulary in text using pictures and cognates (if available)	Ask text-dependent questions		
Use Teacher Read-Aloud with gestures				
Engage students in choral reading	Student will retell sequence of events of text read using pictures/visual			
Student will retell sequence of events of story heard using				

pictures/visual tools for students to manipulate

tools for students to manipulate

Domain: Writing				
ELP1	ELP2	ELP3	ELP4	ELP5
Create vocabulary notebook with images and L1 translation.	Use PWIM model	Use Graphic Organizer	Prompt students to independent writing	Independent use of target vocabulary
Allow student to write words in L1	Model using Graphic Organizer to write down ideas	Model writing full sentences	Encourage use of target vocabulary	
Allow students to draw picture	Prompt students to engage in sharing of ideas.	Provide sentence stems: "I can ask questions ____"	Model using complete sentences to explain ideas: "It is important to ask questions while reading because...."	
Provide sentence frames with word bank and images.	Use storyboard where students draw and write simple sentences	Use storyboard – using pictures and full sentences.		
Label pictures with word from word bank.	Provide sentence frames and word bank: "“If I don’t understand something I can ask____.”"			

What will Students know?

Students will know how to...

- sequence events in a story
- identify story elements
- summarize a story
- use both text and graphic features to gain information.
- ask and answer questions related to people and neighborhoods
- give information about their friends and neighborhood
- use key vocabulary such as student, learn, lake, side, election, ideas, skill, confused, success

- use academic vocabulary such as question, events, sequence, theme, infer, context, summary

What will Students be able to do with the language?

Students will be able to

- Communicate for social and instructional purposes within the school setting.
- Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- Use prior knowledge to understand meanings of academic and unit vocabulary for problem solving and personal growth

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 1 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts

Related NJSL

Part 1
Comprehension and Collaboration
Presentation of Knowledge and Ideas

LA.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.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.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.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

LA.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Related NJSLs

Part 2
College and Career Readiness Anchor Standards for Reading
Craft and Structure

Reading Literature

- LA.RL.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.
- LA.RL.5.2 Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
- LA.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- LA.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.
- LA.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- LA.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
- LA.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- LA.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Reading Informational

- LA.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.
- LA.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- LA.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.
- LA.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.
- LA.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.
- LA.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- LA.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- LA.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- LA.RI.5.9 Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

LA.RI.5.10

By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Related NJSLs

Part 3

**College and Career Readiness Anchor Standards for Writing
Production and Distribution of Writing
Vocabulary Acquisition and Uses**

LA.W.5.1

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

LA.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly

LA.W.5.3

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

LA.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LA.W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LA.W.5.6

With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

LA.W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

LA.W.5.8

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

LA.W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Vocabulary Acquisition
and Use**

LA.L.5.1

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

LA.L.5.2

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

LA.L.5.3

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

LA.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.

LA.L.5.4.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
LA.L.5.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Suggested Materials/Resources/Websites:

- Journeys Paired Selections
 - A Package for Mrs. Jewels/Questioning Gravity
 - A Royal Mystery/The Princess and the Pea
 - Off and Running/Vote for Me!
 - Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood
 - Elisa's Diary/Words Free as Confetti
- Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
- Journeys Write-In Readers
- Starfall.com
- Raz-kids for ELLs
- Epic!
- Seesaw
- Flipgrid
- ReadWorks
- Uniteforliteracy.org
- Storylineonline.net
- BrainPOP
- Scholastics
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA Standards (2020) | <https://wida.wisc.edu/teach/standards/eld>

New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	ELLs in Elementary School
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers
Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin-Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf
Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
CommonLit	CommonLit Resource Library
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Scholastic	Unlocking Language for ELLs
Florida Center for Reading Research	www.fcrr.org
Read Write Think	www.readwritethink.org
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

Related	College and Career Ready Practices
NJSLS	Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	C Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related	Civic Financial Responsibility
NJSLS	Performance Expectations
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Related	Career Awareness and Planning
NJSLS	Performance Expectations
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

Related	Creativity and Innovation
NJSLS	Performance Expectations
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process.

Related	Critical Thinking and Problem-solving
NJSLS	Performance Expectations

- 9.4.5.CT.2 Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- 9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Related NJSLs	Digital Citizenship Performance Expectations
------------------	--

- 9.4.5.DC.5 Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
- 9.4.5.DC.6 Compare and contrast how digital tools have changed social interactions.
- 9.4.5.DC.7 Explain how posting and commenting in social spaces can have positive or negative consequences.
- 9.4.5.DC.8 Propose ways local and global communities can engage digitally to participate in and promote climate action.

Related NJSLs	Global and Cultural Awareness Performance Expectations
------------------	--

- 9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view.

Related NJSLs	Information and Media Literacy Performance Expectations
------------------	---

- 9.4.5.IML.2 Create a visual representation to organize information about a problem or issue.
- 9.4.5.IML.3 Represent the same data in multiple visual formats in order to tell a story about the data.
- 9.4.5.IML.4 Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- 9.4.5.IML.5 Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- 9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
- 9.4.5.IML.7 Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

Related NJSLs	Technology Literacy Performance Expectations
------------------	--

- 9.4.5.TL.3 Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
- 9.4.5.TL.5 Collaborate digitally to produce an artifact.

Social Studies Standards

Related NJSL	Civics, Government, and Human Rights: Civics and Political Institutions Performance Expectations
6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
Related NJSL	Civics, Government, and Human Rights: Processes and Rules Performance Expectations
6.1.5.CivicsPR.1:	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
Related NJSL	Civics, Government, and Human Rights: Human and Civil Rights Performance Expectations
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
Related NJSL	Civics, Government, and Human Rights: Civic Mindedness Performance Expectations
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
VPA.1.3.5.C	Theater

Comprehensive Health and Physical Education

Indicator Number	Emotional Health Indicator
2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Accommodations, Modifications, and Teacher Strategies

504 Plans	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids modified textbooks or audio-video materials behavior management support adjusted class schedules or grading verbal testing excused lateness, absence, or missed classwork pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced leveled readers and sources Increase the level of complexity Decrease scaffolding Variety of finished products Allow for greater independence Learning stations, interest groups Varied texts and supplementary materials Use of technology Flexibility in assignments Varied questioning strategies Encourage research Strategy and flexible groups based on formative assessment or student choice Acceleration within a unit of study Exposure to more advanced or complex concepts, abstractions, and materials Encourage students to move through content areas at their own pace After mastery of a unit, provide students with more advanced learning activities, not more of the same activity Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Guided notes with highlighted words and concepts Use of Merriam-Webster's ELL dictionary Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate

ELA/ESL Curriculum: Proficiency Levels 1-5

Grade 5

Unit 2

Wild Encounters

The curriculum for Grades 5 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English.

In this unit, students will learn about the importance of protecting nature. Students will engage in reading, writing, speaking and listening activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers. Students will explore ways to show courage and collaborate with to find solutions to environmental issues through being exposed to informational and fictional texts. These texts will help our multilingual learners build knowledge while developing phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension. Students will learn vocabulary that will help them explain how their environment affects who they are, while developing skills needed to appreciate their unique characteristics and strengths that can help them achieve their goals.

In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels to develop content and academic language simultaneously.

- The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
First Trimester 5-6 Weeks	Elementary School Grade 2 meet daily for ELA for a period of 80 minutes.	Levels 1 - 5

Stage 1: Identify Desired Results

WIDA Standards

Standard 1	Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.
Standard 2	Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

Standard 3	Language for Mathematics English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
Standard 4	Language for Science English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
Standard 5	Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.
Vocabulary	ELP 1 - Most common vocabulary
Usage	ELP 2 - High frequency vocabulary ELP 3 - General and some specific vocabulary ELP 4 - Specialized and some technical vocabulary ELP 5 - Specialized and technical vocabulary
Language	ELP 1- Memorized language
Forms and	ELP 2 - Language with errors where meaning is obscured.
Conventions	ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic	ELP 1 - Single words
Complexity	ELP 2 - Phrases, short sentences ELP 3 - Series of related sentences ELP 4 - Moderate discourse ELP 5 - Complex discourse
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
What language do students need in order to understand how man and nature are connected? What language do students need in order to demonstrate comprehension and engage in explaining the responsibility that man has to the preservation of nature?	Students will explore through readings and discussions about the world around, as they develop skills and strategies across English modalities.
How do students state likes and dislikes? How do students discuss feelings?	Biliteracy is a valuable skill in a global community. Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.

What strategies can I use to better understand unfamiliar language?

Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

How can I make myself understood as a novice English speaker?

Everyone has a culture. It shapes how we see the world, ourselves and others.

Who am I and what is my place in the world?

Why doesn't everyone see things the way I do?

Stage 2: Evidence

Formative Assessments

- Anecdotal records
- Oral retell
- Collaborative discussion
- Tests
- Quizzes
- Exit tickets
- Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric
- Sorting/matching activities
- Class polls
- Performance tasks (borrowed from unit skills & vocabulary)
- Listening comprehension tasks.
- Online mini-assessments: Kahoot, NearPod, Seesaw, etc.

Summative Assessments

- Journey's Unit Assessment
- Teacher created Assessment
- Benchmark Assessment – WIDA MODEL and/or ACCESS
- Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the novice-mid level for across the interpretive, interpersonal modes of communication.

Unit Projects / Assessments:

At the end of this unit students will complete an end of unit activity, "Protecting Animals in the Wild". In this activity students will write an informational essay about how people have

worked to protect wild animals. Students will use details from the texts read, as well as from information shared by classmates.

- Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.
- Appropriate use of drawing, dictating, and/or writing to narrate a single event.
- Effective use of sequencing words (e.g., *first, next, then, last*), common adjectives used to describe emotions (e.g., *happy, sad, mad, excited*), pronouns (*I, he, she*), and simple present and past forms of common verbs (*to feel, to be*) to recount a narrative.
- Appropriate use of *wh*- questions (*who, what, when, where, why*), pronouns, and simple present and past forms of common verbs (*to feel, to be*) to ask and answer questions.
- Effective use of the conjunction *because* to elaborate on ideas.
- Effective use of vocabulary learned in Unit 2.

Note: Stage 3: Learning Plan

How will the learning unfold over the course of the unit?

The thematic units of the Grade 5 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Grade 5 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodologies
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ Linguistic Activities ▪ Logical-mathematical ▪ Spatial Bodily-Kinesthetic ▪ Interpretive, interpersonal and presentational ▪ Reading, listening, viewing ▪ Singing, drawing, dancing ▪ Build background knowledge ▪ Establish rules and model procedures for classroom discussions 	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <ul style="list-style-type: none"> • Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. • Teacher will use content area studies as the context for language learning.

- Pre-teach academic and content vocabulary for lesson

Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.

Sample Activities:

Display pictures of nature and engage students in discussion of what they see.

Display pictures of animals in the wild – label animals, environment

Identify an element from nature students would like to protect

Identify various actions that are examples of courage

Pre-teach vocabulary in context.

Listen and demonstrate comprehension of stories read aloud

Retell a story (beginning, middle end) after listening to or reading a story

Use a Venn diagram to compare and contrast people or things.

Use a Graphic Organizer to Identify/list elements of the story

Compare and contrast two characters from a story or stories that you have read.

Identify the letters of the alphabet, identify the names of vowels and consonants

- Teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.

Scaffolds Per Proficiency Levels and Domain

Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5

Model one step-directions for students to follow	Use manipulative visuals for students to manipulate in order to demonstrate sequence of story	Use graphics/realia to model following multi-step oral directions	Use Venn Diagram to compare and contrast information heard	Confirm students' prior knowledge of content topics
Provide visual/graphic displays for students to match to social language		Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals	Jigsaw discussions	
Use realia that match vocabulary or oral statements	Use TPR			
Use L1 words/cognates when possible	Model matching or classifying oral descriptions to real-life experiences or visually-represented information.	Provide wait time		
Allow students to listen to recorded audio as needed	Restate/rephrase and use similar sentence structures in oral routines	Use anticipation guides such as asking questions/discussing theme		

Domain: Speaking

ELP1	ELP2	ELP3	ELP4	ELP5
Allow students to speak with peers in L1 if possible	Use L1, pictures, gestures, or single words and patterned responses	Provide Graphic Organizer for oral retell	Model/Expect full sentence response	Model dialogue expected in discussion of ideas.
Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know.	Use sentence frame: "The bear is ____" to describe animals	Prompt student to dialogue/collaboration	Expect full answers to higher order thinking questions	
Ask simple yes/know questions	Think-Pair-Share discussions	Think-Pair-Share	Encourage students to orally present/describe drawings to classmates	
Ask simple wh- questions about text		Scaffold responses to higher order thinking. "In my opinion ____"		
Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Allow Small group activities following teacher modeling			

Domain: Reading

ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1 if possible.	Preview text using KWL chart	Use ELL Summary	Model developing a story map.	Provide Graphic Organizer for development of text summary
Preview story with picture walk.	Modify length of reading passages	Use word wall with vocabulary relevant to lesson using pictures	Ask inference/predictions questions	
Use picture cards				

Identify cognates and pre-teach vocabulary connecting to L1 when possible	Use ELL Summary	Offer text at student's proficiency level.
Use Teacher Read-Aloud with gestures	Pre-teach vocabulary in text using pictures and cognates (if available)	Ask text-dependent questions
Engage students in choral reading	Ask text-dependent questions	
Student will retell sequence of events of story heard using pictures/visual tools for students to manipulate	Student will retell sequence of events of text read using pictures/visual tools for students to manipulate	

Domain: Writing				
ELP1	ELP2	ELP3	ELP4	ELP5
Create vocabulary notebook with images and L1 translation.	Use PWIM model	Use Graphic Organizer	Prompt students to independent writing	Independent use of target and domain specific vocabulary
Allow student to write words in L1	Model using Graphic Organizer to write down ideas	Model writing full sentences	Encourage use of target and domain specific vocabulary	
Allow students to draw picture	Prompt students to engage in sharing of ideas.	Provide sentence stems: "People should _____"		
Provide sentence frames with word bank and images.	Use storyboard where students draw and write simple sentences	Use storyboard – using pictures and full sentences.		
Label pictures with word from word bank.	Provide sentence frames and word bank: "People can conserve water by_____."			

What will Students know?

Students will know how to...

- sequence events in a story
- identify story elements
- summarize a story
- use both text and graphic features to gain information.
- ask and answer questions related to animals and their environment
- give information about a problem and solution
- use key vocabulary such as nature, environment, protect, procedure, angry, grabbed, scream, adapted, attracted, responsibility, unique, ocean, injured, secure, predator, detect, particular
- use academic vocabulary such as question, character, reason, persuade, cause, effect, explain, clarify, details.

What will Students be able to do with the language?

Students will be able to

- Communicate for social and instructional purposes within the school setting.
- Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- Use prior knowledge to understand meanings of academic and unit vocabulary for problem solving and personal growth

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 2 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts

Related NJSLS

Part 1
Comprehension and Collaboration
Presentation of Knowledge and Ideas

LA.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.

LA.SL.5.2

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

LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.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.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Related NJSL

Part 2 College and Career Readiness Anchor Standards for Reading Craft and Structure

Reading Literature

LA.RL.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.
LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
LA.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.
LA.RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
LA.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
LA.RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LA.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Reading Informational

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

LA.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LA.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Related NJSLs

Part 3 College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Vocabulary Acquisition and Uses

LA.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LA.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.5.6	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Vocabulary Acquisition and Use

LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.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.
LA.L.5.4.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
LA.L.5.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Suggested Materials/Resources/Websites:

- Journeys Paired Selections
 - *Quest for the Tree Kangaroo/Why Koala Has No Tail*
 - *Old Yeller/What Makes It Good?*
 - *Everglades Forever: Restoring America's Great Wetland/National Parks of the West*
 - *Storm Warriors/Pea Island's Forgotten Heroes*
 - *Cougars/Purr-fection*
- - Extended Reading: [Hound Dog True](#)
 - Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
 - Journeys Write-In Readers
 - Starfall.com
 - Raz-kids for ELLs

- Epic!
- Seesaw
- Flipgrid
- ReadWorks
- Uniteforliteracy.org
- Storylineonline.net
- BrainPOP
- Scholastics
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA Standards (2020)	https://wida.wisc.edu/teach/standards/eld
New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	ELLs in Elementary School
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers
Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin-Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf
Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
CommonLit	CommonLit Resource Library
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/

Scholastic	Unlocking Language for ELLs
Florida Center for Reading Research	www.fcrr.org
Read Write Think	www.readwritethink.org
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

Related NJSLs	College and Career Ready Practices Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	C Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related NJSLs	Civic Financial Responsibility Performance Expectations
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Related NJSLs	Career Awareness and Planning Performance Expectations
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

Related NJSLs	Creativity and Innovation Performance Expectations
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process.
Related NJSLs	Critical Thinking and Problem-solving Performance Expectations
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
Related NJSLs	Digital Citizenship Performance Expectations
9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions.
9.4.5.DC.7	Explain how posting and commenting in social spaces can have positive or negative consequences.
9.4.5.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action.
Related NJSLs	Global and Cultural Awareness Performance Expectations
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
Related NJSLs	Information and Media Literacy Performance Expectations
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.3	Represent the same data in multiple visual formats in order to tell a story about the data.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.

- 9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
- 9.4.5.IML.7 Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

Related NJSLS	Technology Literacy Performance Expectations
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Social Studies Standards

Related NJSLS	Civics, Government, and Human Rights: Civics and Political Institutions Performance Expectations
6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

Related NJSLS	Civics, Government, and Human Rights: Processes and Rules Performance Expectations
6.1.5.CivicsPR.1:	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

Related NJSLS	Civics, Government, and Human Rights: Human and Civil Rights Performance Expectations
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Related NJSLS	Civics, Government, and Human Rights: Civic Mindedness Performance Expectations
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Related NJSLS	History, Culture, and Perspectives: Continuity and Change Performance Expectations
6.1.5.HistoryCC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
6.1.5.HistoryCC.2:	Use a variety of sources to illustrate how the American identity has evolved over time.
6.1.5.HistoryCC.3	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.

- 6.1.5.HistoryCC.4 Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 6.1.5.HistoryCC.5 Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

Related NJSLS	History, Culture, and Perspectives: Understanding Perspectives Performance Expectations
---------------	---

- 6.1.5.HistoryUP.5 Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.1.5.HistoryUP.6 Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Related NJSLS	History, Culture, and Perspectives: Historical Sourcing and Evidence Performance Expectations
---------------	---

- 6.1.5.HistorySE.2 Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

VPA.1.3.5.C Theater

Comprehensive Health and Physical Education

Indicator Number	Emotional Health Indicator
2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Science Standards

Related NJSLS	Interdependent Relationships in Ecosystem Performance Expectations
MS-LS2-2.LS2A	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems
MS-LS2-3.LS2B	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem

Accommodations, Modifications, and Teacher Strategies

504 Plans	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids modified textbooks or audio-video materials behavior management support adjusted class schedules or grading verbal testing excused lateness, absence, or missed classwork pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced leveled readers and sources Increase the level of complexity Decrease scaffolding Variety of finished products Allow for greater independence Learning stations, interest groups Varied texts and supplementary materials Use of technology Flexibility in assignments Varied questioning strategies Encourage research Strategy and flexible groups based on formative assessment or student choice Acceleration within a unit of study Exposure to more advanced or complex concepts, abstractions, and materials Encourage students to move through content areas at their own pace After mastery of a unit, provide students with more advanced learning activities, not more of the same activity Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Guided notes with highlighted words and concepts Use of Merriam-Webster's ELL dictionary Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate

ELA/ESL Curriculum: Proficiency Levels 1-5

Grade 5

Unit 3

Revolution

The curriculum for Grades 5 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English.

In this unit, students will learn about US History and about the events that lead to the formation of a new nation. Students will engage in reading, writing, speaking and listening activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers. Students will explore ways to dealing with conflict and finding ways to accept change. These texts will help our multilingual learners build knowledge while developing phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension. Students will learn vocabulary that will help them explain how their beliefs affect who they are, while developing skills needed to appreciate their unique characteristics and strengths that can help them achieve their goals.

In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels develop content and academic language simultaneously.

- The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
First Trimester 5-6 Weeks	Elementary School Grade 5 meet daily for ELA for a period of 80 minutes.	Levels 1 - 5

Stage 1: Identify Desired Results

WIDA Standards

Standard 1	Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.
Standard 2	Language for Language Arts

	English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
Standard 3	Language for Mathematics English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
Standard 4	Language for Science English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
Standard 5	Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.
Vocabulary Usage	ELP 1 - Most common vocabulary ELP 2 - High frequency vocabulary ELP 3 - General and some specific vocabulary ELP 4 - Specialized and some technical vocabulary ELP 5 - Specialized and technical vocabulary
Language Forms and Conventions	ELP 1- Memorized language ELP 2 - Language with errors where meaning is obscured. ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words ELP 2 - Phrases, short sentences ELP 3 - Series of related sentences ELP 4 - Moderate discourse ELP 5 - Complex discourse
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
What language do students need in order to understand how ones' beliefs affect their view of the world?	Students will explore how world around them, and their culture affects who they are, as they develop skills and strategies across English modalities.
What language do students need in order to explain how conflict leads to change?	Students will learn about history through reading both fiction and non-fiction text
How do students state opinions?	Students can support their opinions with facts and reasons. Biliteracy is a valuable skill in a global community.

How do students discuss feelings?	Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.
What strategies can I use to better understand unfamiliar language?	Using pictures, movement, and acting out words can help my classmates, my teacher, and others understand me.
How can I make myself understood as a novice level speaker?	
Who am I and what is my place in the world?	Everyone has a culture. It shapes how we see the world, ourselves and others.
Why doesn't everyone see things the way I do?	

Stage 2: Evidence

Formative Assessments

- Anecdotal records
- Oral retell
- Collaborative discussion
- Tests
- Quizzes
- Exit tickets
- Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric
- Sorting/matching activities
- Class polls
- Performance tasks (borrowed from unit skills & vocabulary)
- Listening comprehension tasks.
- Online mini-assessments: Kahoot, NearPod, Seesaw, etc.

Summative Assessments

- Journey's Unit Assessment
- Teacher created Assessment
- Benchmark Assessment – WIDA MODEL and/or ACCESS
- Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the novice-mid level for across the interpretive, interpersonal modes of communication.

Unit Projects / Assessments:

At the end of this unit students will complete an end of unit activity, "Historical Figures that Change History". Whole group students will present a live wax museum. Each student will research a historical figure from the texts read and write a biography about that figure with details about how that figure was a revolutionary. Students then will tell their character's

biography as if they were the characters. Students will use details from the texts read, information gathered from digital research, as well as from information shared by classmates.

- Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.
- Appropriate use of drawing, dictating, and/or writing to narrate a single event.
- Effective use of sequencing words (e.g., *first, next, then, last*), common adjectives used to describe emotions (e.g., *happy, sad, mad, excited*), pronouns (*I, he, she*), and simple present and past forms of common verbs (*to feel, to be*) to recount a narrative.
- Appropriate use of *wh-* questions (*who, what, when, where, why*), pronouns, and simple present and past forms of common verbs (*to feel, to be*) to ask and answer questions.
- Effective use of the conjunction *because* to elaborate on ideas.
- Effective use of Unit 3 vocabulary.

Note: Stage 3: Learning Plan

How will the learning unfold over the course of the unit?

The thematic units of the Grade 5 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Grade 5 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodologies
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ Linguistic Activities ▪ Logical-mathematical ▪ Spatial Bodily-Kinesthetic ▪ Interpretive, interpersonal and presentational ▪ Reading, listening, viewing ▪ Singing, drawing, dancing ▪ Build background knowledge ▪ Establish rules and model procedures for classroom discussions 	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <ul style="list-style-type: none"> • Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. • Teacher will use content area studies as the context for language learning.

- Pre-teach academic and content vocabulary for lesson

Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.

Sample Activities:

Display world map, label countries and oceans in map

Display flags of students' countries. Students will discuss government type of their home country

Engage students in discussion of opinions of people.

Identify various actions that are examples of courage

Pre-teach vocabulary in context.

Listen and demonstrate comprehension of stories read aloud

Retell a story (beginning, middle end) after listening to or reading a story

Use a Venn diagram to compare and contrast people or things.

Use a Graphic Organizer to classify facts and opinions

Compare and contrast two characters from a story or stories that you have read.

Identify the letters of the alphabet, identify the names of vowels and consonants

- Teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.

Scaffolds Per Proficiency Levels and Domain

Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
Model one step-directions for students to follow	Use manipulative visuals for students to manipulate in	Use graphics/realia to model following multi-step oral directions	Use Venn Diagram to compare and	Confirm students' prior knowledge of content topics

Provide visual/graphic displays for students to match to social language	order to demonstrate sequence of story	Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals	contrast information heard
Use realia that match vocabulary or oral statements	Use TPR		Jigsaw discussions
Use L1 words/cognates when possible	Model matching or classifying oral descriptions to real-life experiences or visually-represented information.	Provide wait time	
Allow students to listen to recorded audio as needed	Restate/rephrase and use similar sentence structures in oral routines	Use anticipation guides such as asking questions/discussing theme	

Domain: Speaking				
ELP1	ELP2	ELP3	ELP4	ELP5
Allow students to speak with peers in L1 if possible	Use L1, pictures, gestures, or single words and patterned responses	Provide Graphic Organizer for oral retell	Model/Expect full sentence response	Model dialogue expected in discussion of ideas.
Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know.	Use sentence frame: "I can help someone win by ____"	Prompt student to dialogue/collaboration	Expect full answers to higher order thinking questions	
Ask simple yes/no questions	Think-Pair-Share discussions	Think-Pair-Share	Encourage students to orally present/describe drawings to classmates	
Ask simple wh- questions about text		Scaffold responses to higher order thinking. "In my opinion ____"		
Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Allow Small group activities following teacher modeling			

Domain: Reading				
ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1 if possible.	Preview text using KWL chart	Use ELL Summary	Model developing a story map.	Provide Graphic Organizer for development of text summary
Preview story with picture walk.	Modify length of reading passages	Use word wall with vocabulary relevant to lesson using pictures	Ask inference/predictions questions	
Use picture cards	Use ELL Summary	Offer text at student's proficiency level.		

Identify cognates and pre-teach vocabulary connecting to L1 when possible	Pre-teach vocabulary in text using pictures and cognates (if available)	Ask text-dependent questions
Use Teacher Read-Aloud with gestures		
Engage students in choral reading	Student will retell sequence of events of text read using pictures/visual tools for students to manipulate	
Student will retell sequence of events of story heard using pictures/visual tools for students to manipulate		

Domain: Writing				
ELP1	ELP2	ELP3	ELP4	ELP5
Create vocabulary notebook with images and L1 translation.	Use PWIM model	Use Graphic Organizer	Prompt students to independent writing	Independent use of target vocabulary
Allow student to write words in L1	Model using Graphic Organizer to write down ideas	Model writing full sentences	Encourage use of target vocabulary	
Allow students to draw picture	Prompt students to engage in sharing of ideas.	Provide sentence stems: "I can ask questions ____"	Model using complete sentences to explain ideas: "It is important to ask questions while reading because...."	
Provide sentence frames with word bank and images.	Use storyboard where students draw and write simple sentences	Use storyboard – using pictures and full sentences.		
Label pictures with word from word bank.	Provide sentence frames and word bank: ""If I don't understand something I can ask____."			

What will Students know?

Students will know how to...

- sequence events in a story

- identify cause and effect
- identify fact and opinion
- use both text and graphic features to gain information.
- ask and answer questions related to historical events
- give information about opinions
- use key vocabulary such as battle, mission, conduct, surveyed, independence, benefits, previously, collapse, heroin, formal, strategy, freedom, authorities, recruit, efficient, organized, personally
- use academic vocabulary such as fact, opinion, describe, reasons, question, events, sequence, context, biography

What will Students be able to do with the language?

Students will be able to

- Communicate for social and instructional purposes within the school setting.
- Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- Use prior knowledge to understand meanings of academic and unit vocabulary for problem solving and personal growth

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 3 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts

Related NJSL

Part 1
Comprehension and Collaboration
Presentation of Knowledge and Ideas

- | | |
|-----------|--|
| LA.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. |
| LA.SL.5.2 | Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). |
| LA.SL.5.3 | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |

LA.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.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Related NJSL

Part 2

College and Career Readiness Anchor Standards for Reading Craft and Structure

Reading Literature

LA.RL.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.
LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
LA.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.
LA.RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
LA.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
LA.RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LA.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Reading Informational

LA.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.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.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.
LA.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.
LA.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.
LA.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

LA.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LA.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Related NJSL

Part 3

College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Vocabulary Acquisition and Uses

LA.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LA.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.5.6	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Vocabulary Acquisition and Use

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

LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.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.
LA.L.5.4.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
LA.L.5.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Suggested Materials/Resources/Websites:

- Journeys Paired Selections
 - Dangerous Crossing/Revolution and Rights
 - Can't You Make Them Behave, King George?/Tea Time!
 - They Called Her Molly Pitcher/ A Spy for Freedom
 - James Forten/Modern Minute Man
 - We Were There, Too!/Patriotic Poetry
- Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
- Journeys Write-In Readers
- Starfall.com
- Raz-kids for ELLs
- Epic!
- Seesaw
- Flipgrid
- ReadWorks
- Uniteforliteracy.org
- Storylineonline.net

- BrainPOP
- Scholastics
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA Standards (2020)	https://wida.wisc.edu/teach/standards/eld
New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	ELLs in Elementary School
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers
Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin-Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf
Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
CommonLit	CommonLit Resource Library
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Scholastic	Unlocking Language for ELLs
Florida Center for Reading Research	www.fcrr.org
Read Write Think	www.readwritethink.org

Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

Related NJSLS	College and Career Ready Practices Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related NJSLS	Civic Financial Responsibility Performance Expectations
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Related NJSLS	Career Awareness and Planning Performance Expectations
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

Related NJSLS	Creativity and Innovation Performance Expectations
---------------	--

- 9.4.5.CI.2 Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
- 9.4.5.CI.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process.

Related NJSLS	Critical Thinking and Problem-solving Performance Expectations
------------------	--

- 9.4.5.CT.2 Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- 9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Related NJSLS	Digital Citizenship Performance Expectations
------------------	--

- 9.4.5.DC.5 Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
- 9.4.5.DC.6 Compare and contrast how digital tools have changed social interactions.
- 9.4.5.DC.7 Explain how posting and commenting in social spaces can have positive or negative consequences.
- 9.4.5.DC.8 Propose ways local and global communities can engage digitally to participate in and promote climate action.

Related NJSLS	Global and Cultural Awareness Performance Expectations
------------------	--

- 9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view.

Related NJSLS	Information and Media Literacy Performance Expectations
------------------	---

- 9.4.5.IML.2 Create a visual representation to organize information about a problem or issue.
- 9.4.5.IML.3 Represent the same data in multiple visual formats in order to tell a story about the data.
- 9.4.5.IML.4 Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- 9.4.5.IML.5 Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- 9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

- 9.4.5.IML.7 Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

Related NJSLS	Technology Literacy Performance Expectations
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Social Studies Standards

Related NJSLS	Civics, Government, and Human Rights: Civics and Political Institutions Performance Expectations
6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
Related NJSLS	Civics, Government, and Human Rights: Processes and Rules Performance Expectations
6.1.5.CivicsPR.1:	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
Related NJSLS	Civics, Government, and Human Rights: Human and Civil Rights Performance Expectations
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
Related NJSLS	Civics, Government, and Human Rights: Civic Mindedness Performance Expectations
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
VPA.1.3.5.C	Theater

Comprehensive Health and Physical Education

Indicator Number	Emotional Health Indicator
2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

- 2.1.5.EH.2 Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- 2.1.5.EH.3 Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Accommodations, Modifications, and Teacher Strategies

504 Plans	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids modified textbooks or audio-video materials behavior management support adjusted class schedules or grading verbal testing excused lateness, absence, or missed classwork pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced leveled readers and sources Increase the level of complexity Decrease scaffolding Variety of finished products Allow for greater independence Learning stations, interest groups Varied texts and supplementary materials Use of technology Flexibility in assignments Varied questioning strategies Encourage research Strategy and flexible groups based on formative assessment or student choice Acceleration within a unit of study Exposure to more advanced or complex concepts, abstractions, and materials Encourage students to move through content areas at their own pace After mastery of a unit, provide students with more advanced learning activities, not more of the same activity Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Guided notes with highlighted words and concepts Use of Merriam-Webster's ELL dictionary Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate

ELA/ESL Curriculum: Proficiency Levels 1-5

Grade 5

Unit 4

The Power of Storytelling

The curriculum for Grades 5 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English.

In this unit, students will learn that everyone has a story to tell. Students will engage in speaking, listening, reading and writing activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers. Students will examine the author's purpose, characters, setting, and text features that aid in the comprehension of the text. These texts will help our multilingual learners build knowledge while developing phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension. Students will learn vocabulary that will help them explain how a character's actions, words and feelings help with comprehension of text.

In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels develop content and academic language simultaneously.

-
- The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
First Trimester 5-6 Weeks	Elementary School Grade 5 meet daily for ELA for a period of 80 minutes.	Levels 1 - 5

Stage 1: Identify Desired Results

WIDA Standards

Standard 1	Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.
Standard 2	Language for Language Arts

	English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
Standard 3	Language for Mathematics English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
Standard 4	Language for Science English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
Standard 5	Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.
Vocabulary Usage	ELP 1 - Most common vocabulary ELP 2 - High frequency vocabulary ELP 3 - General and some specific vocabulary ELP 4 - Specialized and some technical vocabulary ELP 5 - Specialized and technical vocabulary
Language Forms and Conventions	ELP 1- Memorized language ELP 2 - Language with errors where meaning is obscured. ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words ELP 2 - Phrases, short sentences ELP 3 - Series of related sentences ELP 4 - Moderate discourse ELP 5 - Complex discourse
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
What language do students need in order to understand why does an author want to tell a story?	Students will understand that everyone has a story to tell, as they develop skills and strategies across English modalities.
What language do students need in order to explain how can telling a story be powerful?	
What strategies can I use to better understand unfamiliar language?	Biliteracy is a valuable skill in a global community.

How can I make myself understood as a novice level speaker?

Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.

Who am I and what is my place in the world?

Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

Why doesn't everyone see things the way I do?

Everyone has a culture. It shapes how we see the world, ourselves and others.

Stage 2: Evidence

Formative Assessments

- Anecdotal records
- Oral retell
- Collaborative discussion
- Tests
- Quizzes
- Exit tickets
- Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric
- Sorting/matching activities
- Class polls
- Performance tasks (borrowed from unit skills & vocabulary)
- Listening comprehension tasks.
- Online mini-assessments: Kahoot, NearPod, Seesaw, etc.

Summative Assessments

- Journey's Unit Assessment
- Teacher created Assessment
- Benchmark Assessment – WIDA MODEL and/or ACCESS
- Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the novice-mid level for across the interpretive, interpersonal modes of communication.

Unit Projects / Assessments:

At the end of this unit students will complete an end of unit activity, "This Is My Story". Students will produce creative writing where they will tell their own story, describing their feelings, and/or ideas. Students will read aloud their narration to the class.

- Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.
- Appropriate use of drawing, dictating, and/or writing to narrate a single event.

- Effective use of sequencing words (e.g., *first, next, then, last*), common adjectives used to describe emotions (e.g., *happy, sad, mad, excited*), pronouns (*I, he, she*), and simple present and past forms of common verbs (*to feel, to be*) to recount a narrative.
- Appropriate use of *wh*- questions (*who, what, when, where, why*), pronouns, and simple present and past forms of common verbs (*to feel, to be*) to ask and answer questions.
- Effective use of the conjunction *because* to elaborate on ideas.
- Effective use of Unit 4 vocabulary.

Note: Stage 3: Learning Plan

How will the learning unfold over the course of the unit?

The thematic units of the Grade 5 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Grade 5 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities

Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.

- Linguistic Activities
- Logical-mathematical
- Spatial Bodily-Kinesthetic
- Interpretive, interpersonal and presentational
- Reading, listening, viewing
- Singing, drawing, dancing
- Build background knowledge
- Establish rules and model procedures for classroom discussions
- Pre-teach academic and content vocabulary for lesson

Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.

Sample Activities:

Methodologies

Sheltered Instruction Strategies
Comprehension Based Communicative Language Teaching

- Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language.
- Teacher will use content area studies as the context for language learning.
- Teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.

Display different comics, if possible, comics in students' home language

Display images with characters showing different feelings.
Engage students in discussion of opinions about characters.

Provide wordless book, have students write a story that describe pictures.

Pre-teach vocabulary in context.

Listen and demonstrate comprehension of stories read aloud

Retell a story (beginning, middle end) after listening to or reading a story

Use a Venn diagram to compare and contrast people or things.

Use an idea Web to identify what can make a story interesting.

Compare and contrast two characters from a story or stories that you have read.

Identify the letters of the alphabet, identify the names of vowels and consonants

Scaffolds Per Proficiency Levels and Domain

Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
Model one step-directions for students to follow	Use manipulative visuals for students to manipulate in order to demonstrate sequence of story	Use graphics/realia to model following multi-step oral directions	Use Venn Diagram to compare and contrast information heard	Confirm students' prior knowledge of content topics
Provide visual/graphic displays for students to match to social language		Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals	Jigsaw discussions	
Use realia that match vocabulary or oral statements	Use TPR Model matching or classifying oral			

Use L1 words/cognates when possible	descriptions to real-life experiences or visually-represented information.	Provide wait time
Allow students to listen to recorded audio as needed	Restate/rephrase and use similar sentence structures in oral routines	Use anticipation guides such as asking questions/discussing theme

Domain: Speaking				
ELP1	ELP2	ELP3	ELP4	ELP5
Allow students to speak with peers in L1 if possible	Use L1, pictures, gestures, or single words and patterned responses	Provide Graphic Organizer for oral retell	Model/Expect full sentence response	Model dialogue expected in discussion of ideas.
Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know.	Use sentence frame: "The character looks ____"	Prompt student to dialogue/collaboration	Expect full answers to higher order thinking questions	
Ask simple yes/no questions	Think-Pair-Share discussions	Think-Pair-Share	Encourage students to orally present/describe drawings to classmates	
Ask simple wh- questions about text		Scaffold responses to higher order thinking. "In my opinion ____"		
Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Allow Small group activities following teacher modeling			

Domain: Reading				
ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1 if possible.	Preview text using KWL chart	Use ELL Summary	Model developing a story map.	Provide Graphic Organizer for development of text summary
Preview story with picture walk.	Modify length of reading passages	Use word wall with vocabulary relevant to lesson using pictures	Ask inference/predictions questions	
Use picture cards	Use ELL Summary	Offer text at student's proficiency level.		
Identify cognates and pre-teach vocabulary connecting to L1 when possible	Pre-teach vocabulary in text using pictures and cognates (if available)	Ask text-dependent questions		
Use Teacher Read-Aloud with gestures				
Engage students in choral reading	Student will retell sequence of events of text			

Student will retell sequence of events of story heard using pictures/visual tools for students to manipulate

read using pictures/visual tools for students to manipulate

Domain: Writing				
ELP1	ELP2	ELP3	ELP4	ELP5
Create vocabulary notebook with images and L1 translation.	Use PWIM model	Use Graphic Organizer	Prompt students to independent writing	Independent use of target vocabulary
Allow student to write words in L1	Model using Graphic Organizer to write down ideas	Model writing full sentences	Encourage use of target vocabulary	
Allow students to draw picture	Prompt students to engage in sharing of ideas.	Provide sentence stems: "I can ask questions ____"	Model using complete sentences to explain ideas: "It is important to ask questions while reading because...."	
Provide sentence frames with word bank and images.	Use storyboard where students draw and write simple sentences	Use storyboard – using pictures and full sentences.		
Label pictures with word from word bank.	Provide sentence frames and word bank: "If I don't understand something I can ask____."			

What will Students know?

Students will know how to...

- Identify author's purpose
- sequence events in a story
- identify cause and effect
- use both text and graphic features to gain information.
- ask and answer questions related to historical events
- give information about opinions

- use key vocabulary such as cover, fold, pages, episode, record, machine, future, collect, original, exciting, boring, interview, speaker, require, minimum, descend
- use academic vocabulary such as narrate, author's purpose, opinion, describe, reasons, question, events, sequence

What will Students be able to do with the language?

Students will be able to

- Communicate for social and instructional purposes within the school setting.
- Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- Use prior knowledge to understand meanings of academic and unit vocabulary for problem solving and personal growth

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 4 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts

Related NJSLs

Part 1
Comprehension and Collaboration
Presentation of Knowledge and Ideas

LA.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.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.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.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

LA.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Related NJSLs

Part 2
College and Career Readiness Anchor Standards for Reading
Craft and Structure

Reading Literature

- LA.RL.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.
- LA.RL.5.2 Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
- LA.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- LA.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.
- LA.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- LA.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
- LA.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- LA.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Reading Informational

- LA.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.
- LA.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- LA.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.
- LA.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.
- LA.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.
- LA.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- LA.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- LA.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- LA.RI.5.9 Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

LA.RI.5.10

By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Related NJSLs

Part 3

**College and Career Readiness Anchor Standards for Writing
Production and Distribution of Writing
Vocabulary Acquisition and Uses**

LA.W.5.1

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

LA.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly

LA.W.5.3

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

LA.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LA.W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LA.W.5.6

With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

LA.W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

LA.W.5.8

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

LA.W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Vocabulary Acquisition
and Use**

LA.L.5.1

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

LA.L.5.2

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

LA.L.5.3

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

LA.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.

LA.L.5.4.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
LA.L.5.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Suggested Materials/Resources/Websites:

- Journeys Paired Selections
 - Lunch Money/Zap!Pow! A History of the Comics
 - LAFFF/From Dreams to Reality
 - The Dog Newspaper/Poetry About Poetry
 - Darnell Rock Reporting/Volunteer!
 - The Black Stallion/Horse Power
- Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
- Journeys Write-In Readers
- Starfall.com
- Raz-kids for ELLs
- Epic!
- Seesaw
- Flipgrid
- ReadWorks
- Uniteforliteracy.org
- Storylineonline.net
- BrainPOP
- Scholastics
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA Standards (2020)	https://wida.wisc.edu/teach/standards/eld
New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	ELLs in Elementary School
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers
Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin-Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf
Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
CommonLit	CommonLit Resource Library
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Scholastic	Unlocking Language for ELLs
Florida Center for Reading Research	www.fcrr.org
Read Write Think	www.readwritethink.org
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

Related NJSL	College and Career Ready Practices Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	C Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related NJSL	Civic Financial Responsibility Performance Expectations
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Related NJSL	Career Awareness and Planning Performance Expectations
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

Related NJSL	Creativity and Innovation Performance Expectations
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process.

Related NJSLS	Critical Thinking and Problem-solving Performance Expectations
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
Related NJSLS	Digital Citizenship Performance Expectations
9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions.
9.4.5.DC.7	Explain how posting and commenting in social spaces can have positive or negative consequences.
9.4.5.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action.
Related NJSLS	Global and Cultural Awareness Performance Expectations
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
Related NJSLS	Information and Media Literacy Performance Expectations
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.3	Represent the same data in multiple visual formats in order to tell a story about the data.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social.
Related NJSLS	Technology Literacy Performance Expectations
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Social Studies Standards

Related NJSLs	Economics, Innovation, and Technology: Economic Ways of Thinking Performance Expectations
6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make.
6.1.5.EconET.2	Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
6.1.5.EconET.3	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
VPA.1.3.5.C	Theater

Comprehensive Health and Physical Education

Indicator Number	Emotional Health Indicator
2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Accommodations, Modifications, and Teacher Strategies

504 Plans	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids modified textbooks or audio-video materials behavior management support adjusted class schedules or grading verbal testing excused lateness, absence, or missed classwork pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced leveled readers and sources Increase the level of complexity Decrease scaffolding Variety of finished products Allow for greater independence Learning stations, interest groups Varied texts and supplementary materials Use of technology Flexibility in assignments Varied questioning strategies Encourage research Strategy and flexible groups based on formative assessment or student choice Acceleration within a unit of study Exposure to more advanced or complex concepts, abstractions, and materials Encourage students to move through content areas at their own pace After mastery of a unit, provide students with more advanced learning activities, not more of the same activity Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Guided notes with highlighted words and concepts Use of Merriam-Webster's ELL dictionary Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate

ELA/ESL Curriculum: Proficiency Levels 1-5

Grade 5

Unit 5

Under Western Skies

The curriculum for Grades 5 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English.

In this unit, students will learn about the western movement in the 1800s. Students will engage in reading, speaking, writing and listening activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers. Students will read fiction and non-fiction accounts, identify cause and effect, and examine the author's purpose, that aide in the comprehension of the text. These texts will help our multilingual learners build knowledge while developing phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension. Students will learn vocabulary that will help them explain how a character's actions, words and feelings help with comprehension of text.

In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels develop content and academic language simultaneously.

- The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
First Trimester 5-6 Weeks	Elementary School Grade 5 meet daily for ELA for a period of 80 minutes.	Levels 1 - 5

Stage 1: Identify Desired Results

WIDA Standards

Standard 1	Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.
Standard 2	Language for Language Arts

	English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
Standard 3	Language for Mathematics English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
Standard 4	Language for Science English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
Standard 5	Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.
Vocabulary	ELP 1 - Most common vocabulary
Usage	ELP 2 - High frequency vocabulary ELP 3 - General and some specific vocabulary ELP 4 - Specialized and some technical vocabulary ELP 5 - Specialized and technical vocabulary
Language	ELP 1- Memorized language
Forms and	ELP 2 - Language with errors where meaning is obscured.
Conventions	ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic	ELP 1 - Single words
Complexity	ELP 2 - Phrases, short sentences ELP 3 - Series of related sentences ELP 4 - Moderate discourse ELP 5 - Complex discourse
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
What language do students need in order to understand how the challenges of the past altered people's lives and views?	Students will understand that a by reading about the past they can gain knowledge to understand present day issues, as they develop skills and strategies across English modalities.
What language do students need in order to explain the challenges that the environment can present to people?	

Biliteracy is a valuable skill in a global community.

What strategies can I use to better understand unfamiliar language?

Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.

How can I make myself understood as a novice level speaker?

Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

Who am I and what is my place in the world?

Everyone has a culture. It shapes how we see the world, ourselves and others.

Why doesn't everyone see things the way I do?

Stage 2: Evidence

Formative Assessments

- Anecdotal records
- Oral retell
- Collaborative discussion
- Tests
- Quizzes
- Exit tickets
- Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric
- Sorting/matching activities
- Class polls
- Performance tasks (borrowed from unit skills & vocabulary)
- Listening comprehension tasks.
- Online mini-assessments: Kahoot, NearPod, Seesaw, etc.

Summative Assessments

- Journey's Unit Assessment
- Teacher created Assessment
- Benchmark Assessment – WIDA MODEL and/or ACCESS
- Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the novice-mid level for across the interpretive, interpersonal modes of communication.

Unit Projects / Assessments:

At the end of this unit students will complete an end of unit activity, "Moving West". Students will narrate their adventures, challenges and success as if they were traveling west in the 1800. Students will use details from text read, contributions for peers, and facts obtained from electronic resources. Students will read aloud their narration to the class.

- Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.
- Appropriate use of drawing, dictating, and/or writing to narrate a single event.

- Effective use of sequencing words (e.g., *first, next, then, last*), common adjectives used to describe emotions (e.g., *happy, sad, mad, excited*), pronouns (*I, he, she*), and simple present and past forms of common verbs (*to feel, to be*) to recount a narrative.
- Appropriate use of *wh-* questions (*who, what, when, where, why*), pronouns, and simple present and past forms of common verbs (*to feel, to be*) to ask and answer questions.
- Effective use of the conjunction *because* to elaborate on ideas.
- Effective use of Unit 5 vocabulary.

Note: Stage 3: Learning Plan

How will the learning unfold over the course of the unit?

The thematic units of the Grade 5 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Grade 5 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodologies
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ Linguistic Activities ▪ Logical-mathematical ▪ Spatial Bodily-Kinesthetic ▪ Interpretive, interpersonal and presentational ▪ Reading, listening, viewing ▪ Singing, drawing, dancing ▪ Build background knowledge ▪ Establish rules and model procedures for classroom discussions ▪ Pre-teach academic and content vocabulary for lesson <p>Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.</p>	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <ul style="list-style-type: none"> • Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. • Teacher will use content area studies as the context for language learning. • Teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.

Sample Activities:

Display map of the United States. Label routes traveled west.

Display images of western landscape, label and identify as needed.

Identify different dangers people faced in the past and how they survived.

Identify reasons why people would leave their home and relocate to an new location.

Pre-teach vocabulary in context.

Listen and demonstrate comprehension of stories read aloud

Retell a story (beginning, middle end) after listening to or reading a story

Use a Venn diagram to compare and contrast people or things.

Use an idea Web to identify what can make a story interesting.

Compare and contrast two characters from a story or stories that you have read.

Identify the letters of the alphabet, identify the names of vowels and consonants

Scaffolds Per Proficiency Levels and Domain

Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
Model one step-directions for students to follow	Use manipulative visuals for students to manipulate in order to demonstrate sequence of story	Use graphics/realia to model following multi-step oral directions	Use Venn Diagram to compare and contrast information heard	Confirm students' prior knowledge of content topics heard
Provide visual/graphic displays for students to match to social language		Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals	Jigsaw discussions	
Use realia that match vocabulary or oral statements	Use TPR			
Use L1 words/cognates when possible	Model matching or classifying oral descriptions to	Provide wait time		

Allow students to listen to recorded audio as needed

real-life experiences or visually-represented information.

Use anticipation guides such as asking questions/discussing theme

Restate/rephrase and use similar sentence structures in oral routines

Domain: Speaking				
ELP1	ELP2	ELP3	ELP4	ELP5
Allow students to speak with peers in L1 if possible	Use L1, pictures, gestures, or single words and patterned responses	Provide Graphic Organizer for oral retell	Model/Expect full sentence response	Model dialogue expected in discussion of ideas.
Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know.	Use sentence frame: "The character looks ____"	Prompt student to dialogue/collaboration	Expect full answers to higher order thinking questions	
Ask simple yes/know questions	Think-Pair-Share discussions	Think-Pair-Share	Encourage students to orally present/describe drawings to classmates	
Ask simple wh- questions about text		Scaffold responses to higher order thinking. "In my opinion ____"		
Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Allow Small group activities following teacher modeling			

Domain: Reading				
ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1 if possible.	Preview text using KWL chart	Use ELL Summary	Model developing a story map.	Provide Graphic Organizer for development of text summary
Preview story with picture walk.	Modify length of reading passages	Use word wall with vocabulary relevant to lesson using pictures	Ask inference/predictions questions	
Use picture cards	Use ELL Summary	Offer text at student's proficiency level.		
Identify cognates and pre-teach vocabulary connecting to L1 when possible	Pre-teach vocabulary in text using pictures and cognates (if available)	Ask text-dependent questions		
Use Teacher Read-Aloud with gestures				
Engage students in choral reading	Student will retell sequence of events of text read using			

Student will retell sequence of events of story heard using pictures/visual tools for students to manipulate

Domain: Writing				
ELP1	ELP2	ELP3	ELP4	ELP5
Create vocabulary notebook with images and L1 translation.	Use PWIM model	Use Graphic Organizer	Prompt students to independent writing	Independent use of target vocabulary
Allow student to write words in L1	Model using Graphic Organizer to write down ideas	Model writing full sentences	Encourage use of target vocabulary	
Allow students to draw picture	Prompt students to engage in sharing of ideas.	Provide sentence stems: "I can ask questions ____"	Model using complete sentences to explain ideas: "It is important to ask questions while reading because...."	
Provide sentence frames with word bank and images.	Use storyboard where students draw and write simple sentences	Use storyboard – using pictures and full sentences.		
Label pictures with word from word bank.	Provide sentence frames and word bank: "“If I don’t understand something I can ask____.”"			

What will Students know?

Students will know how to...

- identify author’s purpose
- sequence events in a story
- identify cause and effect
- use both text and graphic features to gain information.
- ask and answer questions related to historical events
- give information about opinions

- use key vocabulary such as hill, prairie, evident, chore, village, hide, reasoned, acknowledge, decline, ranchers, wagon, crossing, disadvantage, mountain, waterfall, encounter, resumed
- use academic vocabulary such as sequence of events, historical fiction, narrate, author's purpose, opinion, describe, reasons, question

What will Students be able to do with the language?

Students will be able to

- Communicate for social and instructional purposes within the school setting.
- Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- Use prior knowledge to understand meanings of academic and unit vocabulary for problem solving and personal growth

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 5 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts

Related NJSLs

Part 1
Comprehension and Collaboration
Presentation of Knowledge and Ideas

LA.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.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.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.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

LA.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Related NJSLs

Part 2
College and Career Readiness Anchor Standards for Reading
Craft and Structure

Reading Literature

- LA.RL.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.
- LA.RL.5.2 Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
- LA.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- LA.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.
- LA.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- LA.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
- LA.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- LA.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Reading Informational

- LA.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.
- LA.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- LA.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.
- LA.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.
- LA.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.
- LA.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- LA.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- LA.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Related NJSL

Part 3

College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Vocabulary Acquisition and Uses

LA.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LA.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.5.6	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Vocabulary Acquisition and Use

LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LA.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.
LA.L.5.4.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
LA.L.5.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Suggested Materials/Resources/Websites:

- Journeys Paired Selections
 - Tucket’s Travels/Wild Weather
 - The Birchbark House/Four Seasons of Food
 - Vaqueros: America’s First Cowboys/Rhyme on the Range
 - Rachel’s Journal: The Story of a Pioneer Girl/Westward to Freedom
 - Lewis and Clark/A Surprise Reunion
- Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
- Journeys Write-In Readers
- Starfall.com
- Raz-kids for ELLs
- Epic!
- Seesaw
- Flipgrid
- ReadWorks
- Uniteforliteracy.org
- Storylineonline.net
- BrainPOP
- Scholastics
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA Standards (2020)	https://wida.wisc.edu/teach/standards/eld
New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	ELLs in Elementary School
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers
Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin-Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf
Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
CommonLit	CommonLit Resource Library
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Scholastic	Unlocking Language for ELLs
Florida Center for Reading Research	www.fcrr.org
Read Write Think	www.readwritethink.org
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/

Interdisciplinary Connections

Related NJSLs	College and Career Ready Practices Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	C Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related NJSLs	Civic Financial Responsibility Performance Expectations
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Related NJSLs	Career Awareness and Planning Performance Expectations
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

Related NJSLs	Creativity and Innovation Performance Expectations
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

- 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process.

Related
NJSLs **Critical Thinking and Problem-solving**
Performance Expectations

- 9.4.5.CT.2 Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- 9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Related
NJSLs **Digital Citizenship**
Performance Expectations

- 9.4.5.DC.5 Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
- 9.4.5.DC.6 Compare and contrast how digital tools have changed social interactions.
- 9.4.5.DC.7 Explain how posting and commenting in social spaces can have positive or negative consequences.
- 9.4.5.DC.8 Propose ways local and global communities can engage digitally to participate in and promote climate action.

Related
NJSLs **Global and Cultural Awareness**
Performance Expectations

- 9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view.

Related
NJSLs **Information and Media Literacy**
Performance Expectations

- 9.4.5.IML.2 Create a visual representation to organize information about a problem or issue.
- 9.4.5.IML.3 Represent the same data in multiple visual formats in order to tell a story about the data.
- 9.4.5.IML.4 Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- 9.4.5.IML.5 Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- 9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
- 9.4.5.IML.7 Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

Related
NJSLs **Technology Literacy**
Performance Expectations

- 9.4.5.TL.3 Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
- 9.4.5.TL.5 Collaborate digitally to produce an artifact.

Science Standards

Related NJSLS	Cycles of Matter and Energy Transfer in Ecosystems Performance Expectations
HS-LS2-4.LS2B	Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem

Math Standards

Related NJSLS	Measurement and Data Performance Expectations
MA.5.MD.B	Represent and interpret data

Comprehensive Health and Physical Education

Indicator Number	Emotional Health Indicator
2.1.5.EH.1	Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.
2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Accommodations, Modifications, and Teacher Strategies

504 Plans	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids modified textbooks or audio-video materials behavior management support adjusted class schedules or grading verbal testing excused lateness, absence, or missed classwork pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced leveled readers and sources Increase the level of complexity Decrease scaffolding Variety of finished products Allow for greater independence Learning stations, interest groups Varied texts and supplementary materials Use of technology Flexibility in assignments Varied questioning strategies Encourage research Strategy and flexible groups based on formative assessment or student choice Acceleration within a unit of study Exposure to more advanced or complex concepts, abstractions, and materials Encourage students to move through content areas at their own pace After mastery of a unit, provide students with more advanced learning activities, not more of the same activity Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Guided notes with highlighted words and concepts Use of Merriam-Webster's ELL dictionary Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate

ELA/ESL Curriculum: Proficiency Levels 1-5

Grade 5

Unit 6

Reading Adventures

The curriculum for Grades 5 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English.

In this unit, students will learn about places near and far, in the present and in the past, to discover the mysteries and wonders in the world around us. Students will engage in reading, writing, speaking and listening activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers.

In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels develop content and academic language simultaneously.

-
- The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
First Trimester 5-6 Weeks	Elementary School Grade 5 meet daily for ELA for a period of 80 minutes.	Levels 1 - 5

Stage 1: Identify Desired Results

WIDA Standards

Standard 1	Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.
Standard 2	Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
Standard 3	Language for Mathematics English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.

Standard 4	Language for Science English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
Standard 5	Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.
Vocabulary Usage	ELP 1 - Most common vocabulary ELP 2 - High frequency vocabulary ELP 3 - General and some specific vocabulary ELP 4 - Specialized and some technical vocabulary ELP 5 - Specialized and technical vocabulary
Language Forms and Conventions	ELP 1- Memorized language ELP 2 - Language with errors where meaning is obscured. ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words ELP 2 - Phrases, short sentences ELP 3 - Series of related sentences ELP 4 - Moderate discourse ELP 5 - Complex discourse
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
What language do students need in order to explain what can be learned by studying other cultures?	Students will explain how everyone benefits from understanding and respecting other cultures, as they develop skills and strategies across English modalities. Students will learn about other cultures through reading informational texts
How do students state opinions?	Students can support their opinions with facts and reasons. Biliteracy is a valuable skill in a global community.
How do students discuss feelings?	Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.

What strategies can I use to better understand unfamiliar language?

How can I make myself understood as a novice level speaker?

Who am I and what is my place in the world?

Why doesn't everyone see things the way I do?

Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

Everyone has a culture. It shapes how we see the world, ourselves and others.

Stage 2: Evidence

Formative Assessments

- Anecdotal records
- Oral retell
- Collaborative discussion
- Tests
- Quizzes
- Exit tickets
- Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric
- Sorting/matching activities
- Class polls
- Performance tasks (borrowed from unit skills & vocabulary)
- Listening comprehension tasks.
- Online mini-assessments: Kahoot, NearPod, Seesaw, etc.

Summative Assessments

- Journey's Unit Assessment
- Teacher created Assessment
- Benchmark Assessment – WIDA MODEL and/or ACCESS
- Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the novice-mid level for across the interpretive, interpersonal modes of communication.

Unit Projects / Assessments:

At the end of this unit students will complete an end of unit activity, "This Day in History Newsletter". Students will create a newsletter with information about their culture, a recount of their journey to our town, description of feelings and obstacles, and information on how to grow in a new community. Students will use details from the texts read, information gathered from digital research, as well as from information shared by classmates.

- Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.
- Appropriate use of drawing, dictating, and/or writing to narrate a single event.
- Effective use of sequencing words (e.g., *first, next, then, last*), common adjectives used to describe emotions (e.g., *happy, sad, mad, excited*), pronouns (*I, he, she*), and simple present and past forms of common verbs (*to feel, to be*) to recount a narrative.
- Appropriate use of *wh-* questions (*who, what, when, where, why*), pronouns, and simple present and past forms of common verbs (*to feel, to be*) to ask and answer questions.
- Effective use of the conjunction *because* to elaborate on ideas.
- Effective use of Unit 6 vocabulary.

Note: Stage 3: Learning Plan

How will the learning unfold over the course of the unit?

The thematic units of the Grade 5 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Grade 5 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodologies
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ Linguistic Activities ▪ Logical-mathematical ▪ Spatial Bodily-Kinesthetic ▪ Interpretive, interpersonal and presentational ▪ Reading, listening, viewing ▪ Singing, drawing, dancing ▪ Build background knowledge ▪ Establish rules and model procedures for classroom discussions ▪ Pre-teach academic and content vocabulary for lesson <p>Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.</p>	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <ul style="list-style-type: none"> • Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. • Teacher will use content area studies as the context for language learning. • Teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.

Sample Activities:

Display world map, label countries

Display artifact that represent students' countries/cultures.

Engage students in discussion of feelings when encountered with a problem.

Identify various actions that are examples of courage

Pre-teach vocabulary in context.

Listen and demonstrate comprehension of stories read aloud

Retell a story (beginning, middle end) after listening to or reading a story

Use a Venn diagram to compare and contrast people or things.

Use a Graphic Organizer to classify facts and opinions

Compare and contrast two characters from a story or stories that you have read.

Identify the letters of the alphabet, identify the names of vowels and consonants

Scaffolds Per Proficiency Levels and Domain

Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
Model one step-directions for students to follow	Use manipulative visuals for students to manipulate in order to demonstrate sequence of story	Use graphics/realia to model following multi-step oral directions	Use Venn Diagram to compare and contrast information heard	Confirm students' prior knowledge of content topics
Provide visual/graphic displays for students to match to social language		Orally and using gestures emphasize key words from text to match main ideas of	Jigsaw discussions	
Use realia that match vocabulary or oral statements	Use TPR			

Use L1 words/cognates when possible	Model matching or classifying oral descriptions to real-life experiences or visually-represented information.	familiar text read aloud to visuals
Allow students to listen to recorded audio as needed	Restate/rephrase and use similar sentence structures in oral routines	Provide wait time Use anticipation guides such as asking questions/discussing theme

Domain: Speaking

ELP1	ELP2	ELP3	ELP4	ELP5
Allow students to speak with peers in L1 if possible	Use L1, pictures, gestures, or single words and patterned responses	Provide Graphic Organizer for oral retell	Model/Expect full sentence response	Model dialogue expected in discussion of ideas.
Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know.	Use sentence frame: "I can help someone win by ____"	Prompt student to dialogue/collaboration	Expect full answers to higher order thinking questions	
Ask simple yes/no questions	Think-Pair-Share discussions	Think-Pair-Share	Encourage students to orally present/describe drawings to classmates	
Ask simple wh- questions about text		Scaffold responses to higher order thinking. "In my opinion ____"		
Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Allow Small group activities following teacher modeling			

Domain: Reading

ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1 if possible.	Preview text using KWL chart	Use ELL Summary	Model developing a story map.	Provide Graphic Organizer for development of text summary
Preview story with picture walk.	Modify length of reading passages	Use word wall with vocabulary relevant to lesson using pictures	Ask inference/predictions questions	
Use picture cards	Use ELL Summary	Offer text at student's proficiency level.		
Identify cognates and pre-teach vocabulary connecting to L1 when possible	Pre-teach vocabulary in text using pictures and cognates (if available)	Ask text-dependent questions		
Use Teacher Read-Aloud with gestures				

Engage students in choral reading

Student will retell sequence of events of story heard using pictures/visual tools for students to manipulate

Student will retell sequence of events of text read using pictures/visual tools for students to manipulate

Domain: Writing				
ELP1	ELP2	ELP3	ELP4	ELP5
Create vocabulary notebook with images and L1 translation.	Use PWIM model	Use Graphic Organizer	Prompt students to independent writing	Independent use of target vocabulary
Allow student to write words in L1	Model using Graphic Organizer to write down ideas	Model writing full sentences	Encourage use of target vocabulary	
Allow students to draw picture	Prompt students to engage in sharing of ideas.	Provide sentence stems: "I can ask questions ____"	Model using complete sentences to explain ideas: "It is important to ask questions while reading because...."	
Provide sentence frames with word bank and images.	Use storyboard where students draw and write simple sentences	Use storyboard – using pictures and full sentences.		
Label pictures with word from word bank.	Provide sentence frames and word bank: "If I don't understand something I can ask_____."			

What will Students know?

Students will know how to...

- sequence events in a story
- identify cause and effect
- identify fact and opinion
- use both text and graphic features to gain information.
- ask and answer questions related to historical events

- give information about opinions
- use key vocabulary such as direction, memory, routine, ancient, mystery, procedure, discover, extinct, organize, viewpoint, destination, confused, frustrating, resident
- use academic vocabulary such as topic, details, opinion, describe, reasons, question, events, sequence, context

What will Students be able to do with the language?

Students will be able to

- Communicate for social and instructional purposes within the school setting.
- Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- Use prior knowledge to understand meanings of academic and unit vocabulary for problem solving and personal growth

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 6 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts	
Related NJSL	Part 1 Comprehension and Collaboration Presentation of Knowledge and Ideas
LA.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.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.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.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

LA.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Related NJSL

Part 2
College and Career Readiness Anchor Standards for Reading
Craft and Structure

Reading Literature

- LA.RL.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.
- LA.RL.5.2 Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
- LA.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- LA.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.
- LA.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- LA.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
- LA.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- LA.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Reading Informational

- LA.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.
- LA.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- LA.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.
- LA.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.
- LA.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.
- LA.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- LA.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- LA.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Related NJSL

Part 3

College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Vocabulary Acquisition and Uses

LA.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LA.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.5.6	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Vocabulary Acquisition and Use

LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LA.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.
LA.L.5.4.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
LA.L.5.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Suggested Materials/Resources/Websites:

- Journeys Paired Selections
 - Animals on the Move/Skywoman's Rescue/The Whale/Wild Geese
 - Mysteries at Cliff Palace/Cave of the Crystals/Places and Names: A Traveler's Guide/los libros
 - Fossils: A Peek Into the Past/Trapped in Tar!/Journey of the Woolly Mammoth/Fossils
 - The Case of the Missing Deer/Fossil Fish Found!/ Encounter/Deep in the Forest
 - Get Lost! The Puzzle of Mazes/Journey to Cuzco/The Best Paths/Compass
- Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
- Journeys Write-In Readers
- Starfall.com
- Raz-kids for ELLs
- Epic!
- Seesaw
- Flipgrid
- ReadWorks
- Uniteforliteracy.org
- Storylineonline.net
- BrainPOP
- Scholastics
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA Standards (2020)	https://wida.wisc.edu/teach/standards/eld
New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	ELLs in Elementary School
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers
Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin-Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf
Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
CommonLit	CommonLit Resource Library
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Scholastic	Unlocking Language for ELLs
Florida Center for Reading Research	www.fcrr.org
Read Write Think	www.readwritethink.org
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/

Interdisciplinary Connections

Related NJSLs	College and Career Ready Practices Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	Consider the environmental, social and economic impacts of decisions.
CRP6	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related NJSLs	Civic Financial Responsibility Performance Expectations
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Related NJSLs	Career Awareness and Planning Performance Expectations
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

Related NJSLs	Creativity and Innovation Performance Expectations
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

- 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process.

Related
NJSLs **Critical Thinking and Problem-solving**
Performance Expectations

- 9.4.5.CT.2 Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- 9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Related
NJSLs **Digital Citizenship**
Performance Expectations

- 9.4.5.DC.5 Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
- 9.4.5.DC.6 Compare and contrast how digital tools have changed social interactions.
- 9.4.5.DC.7 Explain how posting and commenting in social spaces can have positive or negative consequences.
- 9.4.5.DC.8 Propose ways local and global communities can engage digitally to participate in and promote climate action.

Related
NJSLs **Global and Cultural Awareness**
Performance Expectations

- 9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view.

Related
NJSLs **Information and Media Literacy**
Performance Expectations

- 9.4.5.IML.2 Create a visual representation to organize information about a problem or issue.
- 9.4.5.IML.3 Represent the same data in multiple visual formats in order to tell a story about the data.
- 9.4.5.IML.4 Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- 9.4.5.IML.5 Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- 9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
- 9.4.5.IML.7 Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

Related
NJSLs **Technology Literacy**
Performance Expectations

- 9.4.5.TL.3 Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
- 9.4.5.TL.5 Collaborate digitally to produce an artifact.

Social Studies Standards

Related NJSLS	Civics, Government, and Human Rights: Civics and Political Institutions Performance Expectations
6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
Related NJSLS	Civics, Government, and Human Rights: Processes and Rules Performance Expectations
6.1.5.CivicsPR.1:	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
Related NJSLS	Civics, Government, and Human Rights: Human and Civil Rights Performance Expectations
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
Related NJSLS	Civics, Government, and Human Rights: Civic Mindedness Performance Expectations
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
VPA.1.3.5.C	Theater

Comprehensive Health and Physical Education

Indicator Number	Emotional Health Indicator
2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Accommodations, Modifications, and Teacher Strategies

504 Plans	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids modified textbooks or audio-video materials behavior management support adjusted class schedules or grading verbal testing excused lateness, absence, or missed classwork pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced leveled readers and sources Increase the level of complexity Decrease scaffolding Variety of finished products Allow for greater independence Learning stations, interest groups Varied texts and supplementary materials Use of technology Flexibility in assignments Varied questioning strategies Encourage research Strategy and flexible groups based on formative assessment or student choice Acceleration within a unit of study Exposure to more advanced or complex concepts, abstractions, and materials Encourage students to move through content areas at their own pace After mastery of a unit, provide students with more advanced learning activities, not more of the same activity Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Guided notes with highlighted words and concepts Use of Merriam-Webster's ELL dictionary Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate

ELA/ESL Curriculum: Proficiency Levels 1-5

Grade 5

Unit 1

Self-Discovery

The curriculum for Grades 5 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English.

In this unit, students will learn to understand their uniqueness in this complex world. Students will engage in speaking, listening, reading and writing activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers. Students will explore ways to reach goals and make dreams come true through being exposed to informational and fictional texts. These texts will help our multilingual learners build knowledge while developing phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension. Students will learn vocabulary that will help them explain how their environment affect who they are, while developing skills needed to appreciate their unique characteristics and strengths that can help them achieve their goals.

In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels develop content and academic language simultaneously.

The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
First Trimester 5-6 Weeks	Elementary School Grade 5 meet daily for ELA for a period of 80 minutes.	Levels 1 - 5

Stage 1: Identify Desired Results

WIDA Standards

Standard 1	Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.
Standard 2	Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
Standard 3	Language for Mathematics

	English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
Standard 4	Language for Science English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
Standard 5	Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.
Vocabulary Usage	ELP 1 - Most common vocabulary ELP 2 - High frequency vocabulary ELP 3 - General and some specific vocabulary ELP 4 - Specialized and some technical vocabulary ELP 5 - Specialized and technical vocabulary
Language Forms and Conventions	ELP 1- Memorized language ELP 2 - Language with errors where meaning is obscured. ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words ELP 2 - Phrases, short sentences ELP 3 - Series of related sentences ELP 4 - Moderate discourse ELP 5 - Complex discourse
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
What language do students need in order to demonstrate comprehension and engage in the topic of self-discovery?	Students will explore how world around them and their culture affects who they are, as they develop skills and strategies across English modalities.
How do students state likes and dislikes? How do students discuss feelings?	
What strategies can I use to better understand unfamiliar language?	Biliteracy is a valuable skill in a global community.
How can I make myself understood as a novice level speaker?	Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.

Who am I and what is my place in the world?

Why doesn't everyone see things the way I do?

Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

Everyone has a culture. It shapes how we see the world, ourselves and others.

Stage 2: Evidence

Formative Assessments

- Anecdotal records
- Oral retell
- Collaborative discussion
- Tests
- Quizzes
- Exit tickets
- Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric
- Sorting/matching activities
- Class polls
- Performance tasks (borrowed from unit skills & vocabulary)
- Listening comprehension tasks.
- Online mini-assessments: Kahoot, NearPod, Seesaw, etc.

Summative Assessments

- Journey's Unit Assessment
- Teacher created Assessment
- Benchmark Assessment – WIDA MODEL and/or ACCESS
- Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the novice-mid level for across the interpretive, interpersonal modes of communication.

Unit Projects / Assessments:

At the end of this unit students will complete the suggested unit activity, "Meet the Challenge". In this activity students will write a story about the challenges they would face if they were to run for class president. Using the appropriate scaffolds, students will gather information, write and present the story to their classmates.

- **Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.**

- **Appropriate use of drawing, dictating, and/or writing to narrate a single event.**
- Effective use of sequencing words (e.g., *first, next, then, last*), common adjectives used to describe emotions (e.g., *happy, sad, mad, excited*), pronouns (*I, he, she*), and simple present and past forms of common verbs (*to feel, to be*) to recount a narrative.
- Appropriate use of *wh*- questions (*who, what, when, where, why*), pronouns, and simple present and past forms of common verbs (*to feel, to be*) to ask and answer questions.
- **Effective use of the conjunction *because* to elaborate on ideas.'**
- **Effective use of vocabulary learned in Unit 1.**

Note: Stage 3: Learning Plan

How will the learning unfold over the course of the unit?

The thematic units of the Grade 5 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Grade 5 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodologies
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ Linguistic Activities ▪ Logical-mathematical ▪ Spatial Bodily-Kinesthetic ▪ Interpretive, interpersonal and presentational ▪ Reading, listening, viewing ▪ Singing, drawing, dancing ▪ Build background knowledge ▪ Establish rules and model procedures for classroom discussions ▪ Pre-teach academic and content vocabulary for lesson <p>Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.</p> <p>Sample Activities:</p>	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <ul style="list-style-type: none"> • Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. • Teacher will use content area studies as the context for language learning. • Teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.

Display objects of various weights and have students identify the difference between heavy and light.

Talk about solving problems – successes and challenges

Draw and label a school

Pre-teach vocabulary in context.

Listen and demonstrate comprehension of stories read aloud

Retell a story (beginning, middle end) after listening to or reading a story

Use a Venn diagram to compare and contrast people or things.

Use a Graphic Organizer to Identify/list elements of the story

Compare and contrast two characters from a story or stories that you have read.

Identify the letters of the alphabet, identify the names of vowels and consonants

Scaffolds Per Proficiency Levels and Domain

Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
Model one step-directions for students to follow	Use manipulative visuals for students to manipulate in order to demonstrate sequence of story	Use graphics/realia to model following multi-step oral directions	Use Venn Diagram to compare and contrast information heard	Confirm students' prior knowledge of content topics
Provide visual/graphic displays for students to match to social language		Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals	Jigsaw discussions	
Use realia that match vocabulary or oral statements	Use TPR			
Use L1 words/cognates when possible	Model matching or classifying oral descriptions to real-life experiences or	Provide wait time		
Allow students to listen to recorded audio as needed		Use anticipation guides such as asking		

visually-represented information.

questions/discussing theme

Restate/rephrase and use similar sentence structures in oral routines

Domain: Speaking				
ELP1	ELP2	ELP3	ELP4	ELP5
Allow students to speak with peers in L1 if possible	Use L1, pictures, gestures, or single words and patterned responses	Provide Graphic Organizer for oral retell	Model/Expect full sentence response	Model dialogue expected in discussion of ideas.
Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know.	Use sentence frame: "I can help someone win by ____"	Prompt student to dialogue/collaboration	Expect full answers to higher order thinking questions	
Ask simple yes/no questions	Think-Pair-Share discussions	Think-Pair-Share	Encourage students to orally present/describe drawings to classmates	
Ask simple wh- questions about text		Scaffold responses to higher order thinking. "In my opinion ____"		
Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Allow Small group activities following teacher modeling			

Domain: Reading				
ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1 if possible.	Preview text using KWL chart	Use ELL Summary	Model developing a story map.	Provide Graphic Organizer for development of text summary
Preview story with picture walk.	Modify length of reading passages	Use word wall with vocabulary relevant to lesson using pictures	Ask inference/predictions questions	
Use picture cards	Use ELL Summary	Offer text at student's proficiency level.		
Identify cognates and pre-teach vocabulary connecting to L1 when possible	Pre-teach vocabulary in text using pictures and cognates (if available)	Ask text-dependent questions		
Use Teacher Read-Aloud with gestures				
Engage students in choral reading	Student will retell sequence of events of text read using pictures/visual			
Student will retell sequence of events of story heard using				

pictures/visual tools for students to manipulate

tools for students to manipulate

Domain: Writing				
ELP1	ELP2	ELP3	ELP4	ELP5
Create vocabulary notebook with images and L1 translation.	Use PWIM model	Use Graphic Organizer	Prompt students to independent writing	Independent use of target vocabulary
Allow student to write words in L1	Model using Graphic Organizer to write down ideas	Model writing full sentences	Encourage use of target vocabulary	
Allow students to draw picture	Prompt students to engage in sharing of ideas.	Provide sentence stems: "I can ask questions ____"	Model using complete sentences to explain ideas: "It is important to ask questions while reading because...."	
Provide sentence frames with word bank and images.	Use storyboard where students draw and write simple sentences	Use storyboard – using pictures and full sentences.		
Label pictures with word from word bank.	Provide sentence frames and word bank: "“If I don’t understand something I can ask____.”"			

What will Students know?

Students will know how to...

- sequence events in a story
- identify story elements
- summarize a story
- use both text and graphic features to gain information.
- ask and answer questions related to people and neighborhoods
- give information about their friends and neighborhood
- use key vocabulary such as student, learn, lake, side, election, ideas, skill, confused, success

- use academic vocabulary such as question, events, sequence, theme, infer, context, summary

What will Students be able to do with the language?

Students will be able to

- Communicate for social and instructional purposes within the school setting.
- Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- Use prior knowledge to understand meanings of academic and unit vocabulary for problem solving and personal growth

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 1 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts

Related NJSL

Part 1
Comprehension and Collaboration
Presentation of Knowledge and Ideas

LA.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.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.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.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

LA.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Related NJSL

Part 2
College and Career Readiness Anchor Standards for Reading
Craft and Structure

Reading Literature

- LA.RL.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.
- LA.RL.5.2 Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
- LA.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- LA.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.
- LA.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- LA.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
- LA.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- LA.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Reading Informational

- LA.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.
- LA.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- LA.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.
- LA.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.
- LA.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.
- LA.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- LA.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- LA.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- LA.RI.5.9 Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

LA.RI.5.10

By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Related NJSLs

Part 3

**College and Career Readiness Anchor Standards for Writing
Production and Distribution of Writing
Vocabulary Acquisition and Uses**

LA.W.5.1

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

LA.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly

LA.W.5.3

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

LA.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LA.W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LA.W.5.6

With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

LA.W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

LA.W.5.8

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

LA.W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Vocabulary Acquisition
and Use**

LA.L.5.1

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

LA.L.5.2

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

LA.L.5.3

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

LA.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.

LA.L.5.4.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
LA.L.5.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Suggested Materials/Resources/Websites:

- Journeys Paired Selections
 - A Package for Mrs. Jewels/Questioning Gravity
 - A Royal Mystery/The Princess and the Pea
 - Off and Running/Vote for Me!
 - Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood
 - Elisa's Diary/Words Free as Confetti
- Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
- Journeys Write-In Readers
- Starfall.com
- Raz-kids for ELLs
- Epic!
- Seesaw
- Flipgrid
- ReadWorks
- Uniteforliteracy.org
- Storylineonline.net
- BrainPOP
- Scholastics
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA Standards (2020) | <https://wida.wisc.edu/teach/standards/eld>

New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	ELLs in Elementary School
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers
Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin-Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf
Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
CommonLit	CommonLit Resource Library
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Scholastic	Unlocking Language for ELLs
Florida Center for Reading Research	www.fcrr.org
Read Write Think	www.readwritethink.org
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

Related	College and Career Ready Practices
NJSLS	Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	C Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related	Civic Financial Responsibility
NJSLS	Performance Expectations
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Related	Career Awareness and Planning
NJSLS	Performance Expectations
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

Related	Creativity and Innovation
NJSLS	Performance Expectations
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process.

Related	Critical Thinking and Problem-solving
NJSLS	Performance Expectations

- 9.4.5.CT.2 Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- 9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Related NJSLs	Digital Citizenship Performance Expectations
------------------	--

- 9.4.5.DC.5 Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
- 9.4.5.DC.6 Compare and contrast how digital tools have changed social interactions.
- 9.4.5.DC.7 Explain how posting and commenting in social spaces can have positive or negative consequences.
- 9.4.5.DC.8 Propose ways local and global communities can engage digitally to participate in and promote climate action.

Related NJSLs	Global and Cultural Awareness Performance Expectations
------------------	--

- 9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view.

Related NJSLs	Information and Media Literacy Performance Expectations
------------------	---

- 9.4.5.IML.2 Create a visual representation to organize information about a problem or issue.
- 9.4.5.IML.3 Represent the same data in multiple visual formats in order to tell a story about the data.
- 9.4.5.IML.4 Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- 9.4.5.IML.5 Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- 9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
- 9.4.5.IML.7 Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

Related NJSLs	Technology Literacy Performance Expectations
------------------	--

- 9.4.5.TL.3 Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
- 9.4.5.TL.5 Collaborate digitally to produce an artifact.

Social Studies Standards

Related NJSL	Civics, Government, and Human Rights: Civics and Political Institutions Performance Expectations
6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
Related NJSL	Civics, Government, and Human Rights: Processes and Rules Performance Expectations
6.1.5.CivicsPR.1:	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
Related NJSL	Civics, Government, and Human Rights: Human and Civil Rights Performance Expectations
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
Related NJSL	Civics, Government, and Human Rights: Civic Mindedness Performance Expectations
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
VPA.1.3.5.C	Theater

Comprehensive Health and Physical Education

Indicator Number	Emotional Health Indicator
2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Accommodations, Modifications, and Teacher Strategies

504 Plans	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids modified textbooks or audio-video materials behavior management support adjusted class schedules or grading verbal testing excused lateness, absence, or missed classwork pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced leveled readers and sources Increase the level of complexity Decrease scaffolding Variety of finished products Allow for greater independence Learning stations, interest groups Varied texts and supplementary materials Use of technology Flexibility in assignments Varied questioning strategies Encourage research Strategy and flexible groups based on formative assessment or student choice Acceleration within a unit of study Exposure to more advanced or complex concepts, abstractions, and materials Encourage students to move through content areas at their own pace After mastery of a unit, provide students with more advanced learning activities, not more of the same activity Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Guided notes with highlighted words and concepts Use of Merriam-Webster's ELL dictionary Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate

ELA/ESL Curriculum: Proficiency Levels 1-5

Grade 5

Unit 2

Wild Encounters

The curriculum for Grades 5 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English.

In this unit, students will learn about the importance of protecting nature. Students will engage in reading, writing, speaking and listening activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers. Students will explore ways to show courage and collaborate with to find solutions to environmental issues through being exposed to informational and fictional texts. These texts will help our multilingual learners build knowledge while developing phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension. Students will learn vocabulary that will help them explain how their environment affects who they are, while developing skills needed to appreciate their unique characteristics and strengths that can help them achieve their goals.

In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels to develop content and academic language simultaneously.

- The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
First Trimester 5-6 Weeks	Elementary School Grade 2 meet daily for ELA for a period of 80 minutes.	Levels 1 - 5

Stage 1: Identify Desired Results

WIDA Standards

Standard 1	Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.
Standard 2	Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

Standard 3	Language for Mathematics English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
Standard 4	Language for Science English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
Standard 5	Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.
Vocabulary	ELP 1 - Most common vocabulary
Usage	ELP 2 - High frequency vocabulary ELP 3 - General and some specific vocabulary ELP 4 - Specialized and some technical vocabulary ELP 5 - Specialized and technical vocabulary
Language	ELP 1- Memorized language
Forms and	ELP 2 - Language with errors where meaning is obscured.
Conventions	ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic	ELP 1 - Single words
Complexity	ELP 2 - Phrases, short sentences ELP 3 - Series of related sentences ELP 4 - Moderate discourse ELP 5 - Complex discourse
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
What language do students need in order to understand how man and nature are connected? What language do students need in order to demonstrate comprehension and engage in explaining the responsibility that man has to the preservation of nature?	Students will explore through readings and discussions about the world around, as they develop skills and strategies across English modalities.
How do students state likes and dislikes? How do students discuss feelings?	Biliteracy is a valuable skill in a global community. Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.

What strategies can I use to better understand unfamiliar language?

Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

How can I make myself understood as a novice English speaker?

Everyone has a culture. It shapes how we see the world, ourselves and others.

Who am I and what is my place in the world?

Why doesn't everyone see things the way I do?

Stage 2: Evidence

Formative Assessments

- Anecdotal records
- Oral retell
- Collaborative discussion
- Tests
- Quizzes
- Exit tickets
- Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric
- Sorting/matching activities
- Class polls
- Performance tasks (borrowed from unit skills & vocabulary)
- Listening comprehension tasks.
- Online mini-assessments: Kahoot, NearPod, Seesaw, etc.

Summative Assessments

- Journey's Unit Assessment
- Teacher created Assessment
- Benchmark Assessment – WIDA MODEL and/or ACCESS
- Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the novice-mid level for across the interpretive, interpersonal modes of communication.

Unit Projects / Assessments:

At the end of this unit students will complete an end of unit activity, "Protecting Animals in the Wild". In this activity students will write an informational essay about how people have

worked to protect wild animals. Students will use details from the texts read, as well as from information shared by classmates.

- Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.
- Appropriate use of drawing, dictating, and/or writing to narrate a single event.
- Effective use of sequencing words (e.g., *first, next, then, last*), common adjectives used to describe emotions (e.g., *happy, sad, mad, excited*), pronouns (*I, he, she*), and simple present and past forms of common verbs (*to feel, to be*) to recount a narrative.
- Appropriate use of *wh-* questions (*who, what, when, where, why*), pronouns, and simple present and past forms of common verbs (*to feel, to be*) to ask and answer questions.
- Effective use of the conjunction *because* to elaborate on ideas.
- Effective use of vocabulary learned in Unit 2.

Note: Stage 3: Learning Plan

How will the learning unfold over the course of the unit?

The thematic units of the Grade 5 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Grade 5 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodologies
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ Linguistic Activities ▪ Logical-mathematical ▪ Spatial Bodily-Kinesthetic ▪ Interpretive, interpersonal and presentational ▪ Reading, listening, viewing ▪ Singing, drawing, dancing ▪ Build background knowledge ▪ Establish rules and model procedures for classroom discussions 	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <ul style="list-style-type: none"> • Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. • Teacher will use content area studies as the context for language learning.

- Pre-teach academic and content vocabulary for lesson

Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.

Sample Activities:

Display pictures of nature and engage students in discussion of what they see.

Display pictures of animals in the wild – label animals, environment

Identify an element from nature students would like to protect

Identify various actions that are examples of courage

Pre-teach vocabulary in context.

Listen and demonstrate comprehension of stories read aloud

Retell a story (beginning, middle end) after listening to or reading a story

Use a Venn diagram to compare and contrast people or things.

Use a Graphic Organizer to Identify/list elements of the story

Compare and contrast two characters from a story or stories that you have read.

Identify the letters of the alphabet, identify the names of vowels and consonants

- Teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.

Scaffolds Per Proficiency Levels and Domain

Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5

Model one step-directions for students to follow	Use manipulative visuals for students to manipulate in order to demonstrate sequence of story	Use graphics/realia to model following multi-step oral directions	Use Venn Diagram to compare and contrast information heard	Confirm students' prior knowledge of content topics
Provide visual/graphic displays for students to match to social language		Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals	Jigsaw discussions	
Use realia that match vocabulary or oral statements	Use TPR			
Use L1 words/cognates when possible	Model matching or classifying oral descriptions to real-life experiences or visually-represented information.	Provide wait time		
Allow students to listen to recorded audio as needed	Restate/rephrase and use similar sentence structures in oral routines	Use anticipation guides such as asking questions/discussing theme		

Domain: Speaking

ELP1	ELP2	ELP3	ELP4	ELP5
Allow students to speak with peers in L1 if possible	Use L1, pictures, gestures, or single words and patterned responses	Provide Graphic Organizer for oral retell	Model/Expect full sentence response	Model dialogue expected in discussion of ideas.
Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know.		Prompt student to dialogue/collaboration	Expect full answers to higher order thinking questions	
Ask simple yes/know questions	Use sentence frame: "The bear is ____" to describe animals	Think-Pair-Share	Encourage students to orally present/describe drawings to classmates	
Ask simple wh- questions about text	Think-Pair-Share discussions	Scaffold responses to higher order thinking. "In my opinion ____"		
Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Allow Small group activities following teacher modeling			

Domain: Reading

ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1 if possible.	Preview text using KWL chart	Use ELL Summary	Model developing a story map.	Provide Graphic Organizer for development of text summary
Preview story with picture walk.	Modify length of reading passages	Use word wall with vocabulary relevant to lesson using pictures	Ask inference/predictions questions	
Use picture cards				

Identify cognates and pre-teach vocabulary connecting to L1 when possible	Use ELL Summary	Offer text at student's proficiency level.
Use Teacher Read-Aloud with gestures	Pre-teach vocabulary in text using pictures and cognates (if available)	Ask text-dependent questions
Engage students in choral reading	Ask text-dependent questions	
Student will retell sequence of events of story heard using pictures/visual tools for students to manipulate	Student will retell sequence of events of text read using pictures/visual tools for students to manipulate	

Domain: Writing				
ELP1	ELP2	ELP3	ELP4	ELP5
Create vocabulary notebook with images and L1 translation.	Use PWIM model	Use Graphic Organizer	Prompt students to independent writing	Independent use of target and domain specific vocabulary
Allow student to write words in L1	Model using Graphic Organizer to write down ideas	Model writing full sentences	Encourage use of target and domain specific vocabulary	
Allow students to draw picture	Prompt students to engage in sharing of ideas.	Provide sentence stems: "People should _____"		
Provide sentence frames with word bank and images.	Use storyboard where students draw and write simple sentences	Use storyboard – using pictures and full sentences.		
Label pictures with word from word bank.	Provide sentence frames and word bank: "People can conserve water by_____."			

What will Students know?

Students will know how to...

- sequence events in a story
- identify story elements
- summarize a story
- use both text and graphic features to gain information.
- ask and answer questions related to animals and their environment
- give information about a problem and solution
- use key vocabulary such as nature, environment, protect, procedure, angry, grabbed, scream, adapted, attracted, responsibility, unique, ocean, injured, secure, predator, detect, particular
- use academic vocabulary such as question, character, reason, persuade, cause, effect, explain, clarify, details.

What will Students be able to do with the language?

Students will be able to

- Communicate for social and instructional purposes within the school setting.
- Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- Use prior knowledge to understand meanings of academic and unit vocabulary for problem solving and personal growth

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 2 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts

Related NJSLS

Part 1
Comprehension and Collaboration
Presentation of Knowledge and Ideas

LA.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.

LA.SL.5.2

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

LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.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.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Related NJSL

Part 2 College and Career Readiness Anchor Standards for Reading Craft and Structure

Reading Literature

LA.RL.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.
LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
LA.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.
LA.RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
LA.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
LA.RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LA.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Reading Informational

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

LA.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LA.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Related NJSL

Part 3 College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Vocabulary Acquisition and Uses

LA.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LA.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.5.6	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Vocabulary Acquisition and Use

LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.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.
LA.L.5.4.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
LA.L.5.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Suggested Materials/Resources/Websites:

- Journeys Paired Selections
 - *Quest for the Tree Kangaroo/Why Koala Has No Tail*
 - *Old Yeller/What Makes It Good?*
 - *Everglades Forever: Restoring America's Great Wetland/National Parks of the West*
 - *Storm Warriors/Pea Island's Forgotten Heroes*
 - *Cougars/Purr-fection*
- - Extended Reading: [Hound Dog True](#)
 - Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
 - Journeys Write-In Readers
 - Starfall.com
 - Raz-kids for ELLs

- Epic!
- Seesaw
- Flipgrid
- ReadWorks
- Uniteforliteracy.org
- Storylineonline.net
- BrainPOP
- Scholastics
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA Standards (2020)	https://wida.wisc.edu/teach/standards/eld
New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	ELLs in Elementary School
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers
Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin-Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf
Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
CommonLit	CommonLit Resource Library
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/

Scholastic	Unlocking Language for ELLs
Florida Center for Reading Research	www.fcrr.org
Read Write Think	www.readwritethink.org
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

Related NJSLs	College and Career Ready Practices Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	C Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related NJSLs	Civic Financial Responsibility Performance Expectations
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Related NJSLs	Career Awareness and Planning Performance Expectations
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

Related NJSLs	Creativity and Innovation Performance Expectations
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process.
Related NJSLs	Critical Thinking and Problem-solving Performance Expectations
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
Related NJSLs	Digital Citizenship Performance Expectations
9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions.
9.4.5.DC.7	Explain how posting and commenting in social spaces can have positive or negative consequences.
9.4.5.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action.
Related NJSLs	Global and Cultural Awareness Performance Expectations
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
Related NJSLs	Information and Media Literacy Performance Expectations
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.3	Represent the same data in multiple visual formats in order to tell a story about the data.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.

- 9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
- 9.4.5.IML.7 Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

Related NJSLS	Technology Literacy Performance Expectations
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Social Studies Standards

Related NJSLS	Civics, Government, and Human Rights: Civics and Political Institutions Performance Expectations
6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

Related NJSLS	Civics, Government, and Human Rights: Processes and Rules Performance Expectations
6.1.5.CivicsPR.1:	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

Related NJSLS	Civics, Government, and Human Rights: Human and Civil Rights Performance Expectations
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Related NJSLS	Civics, Government, and Human Rights: Civic Mindedness Performance Expectations
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Related NJSLS	History, Culture, and Perspectives: Continuity and Change Performance Expectations
6.1.5.HistoryCC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
6.1.5.HistoryCC.2:	Use a variety of sources to illustrate how the American identity has evolved over time.
6.1.5.HistoryCC.3	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.

- 6.1.5.HistoryCC.4 Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 6.1.5.HistoryCC.5 Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

Related NJSLS	History, Culture, and Perspectives: Understanding Perspectives Performance Expectations
---------------	---

- 6.1.5.HistoryUP.5 Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.1.5.HistoryUP.6 Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Related NJSLS	History, Culture, and Perspectives: Historical Sourcing and Evidence Performance Expectations
---------------	---

- 6.1.5.HistorySE.2 Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

VPA.1.3.5.C Theater

Comprehensive Health and Physical Education

Indicator Number	Emotional Health Indicator
2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Science Standards

Related NJSLS	Interdependent Relationships in Ecosystem Performance Expectations
MS-LS2-2.LS2A	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems
MS-LS2-3.LS2B	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem

Accommodations, Modifications, and Teacher Strategies

504 Plans	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids modified textbooks or audio-video materials behavior management support adjusted class schedules or grading verbal testing excused lateness, absence, or missed classwork pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced leveled readers and sources Increase the level of complexity Decrease scaffolding Variety of finished products Allow for greater independence Learning stations, interest groups Varied texts and supplementary materials Use of technology Flexibility in assignments Varied questioning strategies Encourage research Strategy and flexible groups based on formative assessment or student choice Acceleration within a unit of study Exposure to more advanced or complex concepts, abstractions, and materials Encourage students to move through content areas at their own pace After mastery of a unit, provide students with more advanced learning activities, not more of the same activity Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Guided notes with highlighted words and concepts Use of Merriam-Webster's ELL dictionary Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate

ELA/ESL Curriculum: Proficiency Levels 1-5

Grade 5

Unit 3

Revolution

The curriculum for Grades 5 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English.

In this unit, students will learn about US History and about the events that lead to the formation of a new nation. Students will engage in reading, writing, speaking and listening activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers. Students will explore ways to dealing with conflict and finding ways to accept change. These texts will help our multilingual learners build knowledge while developing phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension. Students will learn vocabulary that will help them explain how their beliefs affect who they are, while developing skills needed to appreciate their unique characteristics and strengths that can help them achieve their goals.

In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels develop content and academic language simultaneously.

- The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
First Trimester 5-6 Weeks	Elementary School Grade 5 meet daily for ELA for a period of 80 minutes.	Levels 1 - 5

Stage 1: Identify Desired Results

WIDA Standards

Standard 1	Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.
Standard 2	Language for Language Arts

	English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
Standard 3	Language for Mathematics English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
Standard 4	Language for Science English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
Standard 5	Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.
Vocabulary Usage	ELP 1 - Most common vocabulary ELP 2 - High frequency vocabulary ELP 3 - General and some specific vocabulary ELP 4 - Specialized and some technical vocabulary ELP 5 - Specialized and technical vocabulary
Language Forms and Conventions	ELP 1- Memorized language ELP 2 - Language with errors where meaning is obscured. ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words ELP 2 - Phrases, short sentences ELP 3 - Series of related sentences ELP 4 - Moderate discourse ELP 5 - Complex discourse
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
What language do students need in order to understand how ones' beliefs affect their view of the world?	Students will explore how world around them, and their culture affects who they are, as they develop skills and strategies across English modalities.
What language do students need in order to explain how conflict leads to change?	Students will learn about history through reading both fiction and non-fiction text
How do students state opinions?	Students can support their opinions with facts and reasons. Biliteracy is a valuable skill in a global community.

How do students discuss feelings?	Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.
What strategies can I use to better understand unfamiliar language?	Using pictures, movement, and acting out words can help my classmates, my teacher, and others understand me.
How can I make myself understood as a novice level speaker?	
Who am I and what is my place in the world?	Everyone has a culture. It shapes how we see the world, ourselves and others.
Why doesn't everyone see things the way I do?	

Stage 2: Evidence

Formative Assessments

- Anecdotal records
- Oral retell
- Collaborative discussion
- Tests
- Quizzes
- Exit tickets
- Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric
- Sorting/matching activities
- Class polls
- Performance tasks (borrowed from unit skills & vocabulary)
- Listening comprehension tasks.
- Online mini-assessments: Kahoot, NearPod, Seesaw, etc.

Summative Assessments

- Journey's Unit Assessment
- Teacher created Assessment
- Benchmark Assessment – WIDA MODEL and/or ACCESS
- Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the novice-mid level for across the interpretive, interpersonal modes of communication.

Unit Projects / Assessments:

At the end of this unit students will complete an end of unit activity, "Historical Figures that Change History". Whole group students will present a live wax museum. Each student will research a historical figure from the texts read and write a biography about that figure with details about how that figure was a revolutionary. Students then will tell their character's

biography as if they were the characters. Students will use details from the texts read, information gathered from digital research, as well as from information shared by classmates.

- Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.
- Appropriate use of drawing, dictating, and/or writing to narrate a single event.
- Effective use of sequencing words (e.g., *first, next, then, last*), common adjectives used to describe emotions (e.g., *happy, sad, mad, excited*), pronouns (*I, he, she*), and simple present and past forms of common verbs (*to feel, to be*) to recount a narrative.
- Appropriate use of *wh-* questions (*who, what, when, where, why*), pronouns, and simple present and past forms of common verbs (*to feel, to be*) to ask and answer questions.
- Effective use of the conjunction *because* to elaborate on ideas.
- Effective use of Unit 3 vocabulary.

Note: Stage 3: Learning Plan

How will the learning unfold over the course of the unit?

The thematic units of the Grade 5 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Grade 5 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodologies
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ Linguistic Activities ▪ Logical-mathematical ▪ Spatial Bodily-Kinesthetic ▪ Interpretive, interpersonal and presentational ▪ Reading, listening, viewing ▪ Singing, drawing, dancing ▪ Build background knowledge ▪ Establish rules and model procedures for classroom discussions 	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <ul style="list-style-type: none"> • Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. • Teacher will use content area studies as the context for language learning.

- Pre-teach academic and content vocabulary for lesson

Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.

Sample Activities:

Display world map, label countries and oceans in map

Display flags of students' countries. Students will discuss government type of their home country

Engage students in discussion of opinions of people.

Identify various actions that are examples of courage

Pre-teach vocabulary in context.

Listen and demonstrate comprehension of stories read aloud

Retell a story (beginning, middle end) after listening to or reading a story

Use a Venn diagram to compare and contrast people or things.

Use a Graphic Organizer to classify facts and opinions

Compare and contrast two characters from a story or stories that you have read.

Identify the letters of the alphabet, identify the names of vowels and consonants

- Teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.

Scaffolds Per Proficiency Levels and Domain

Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
Model one step-directions for students to follow	Use manipulative visuals for students to manipulate in	Use graphics/realia to model following multi-step oral directions	Use Venn Diagram to compare and	Confirm students' prior knowledge of content topics

Provide visual/graphic displays for students to match to social language	order to demonstrate sequence of story	Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals	contrast information heard
Use realia that match vocabulary or oral statements	Use TPR		Jigsaw discussions
Use L1 words/cognates when possible	Model matching or classifying oral descriptions to real-life experiences or visually-represented information.	Provide wait time	
Allow students to listen to recorded audio as needed	Restate/rephrase and use similar sentence structures in oral routines	Use anticipation guides such as asking questions/discussing theme	

Domain: Speaking				
ELP1	ELP2	ELP3	ELP4	ELP5
Allow students to speak with peers in L1 if possible	Use L1, pictures, gestures, or single words and patterned responses	Provide Graphic Organizer for oral retell	Model/Expect full sentence response	Model dialogue expected in discussion of ideas.
Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know.	Use sentence frame: "I can help someone win by ____"	Prompt student to dialogue/collaboration	Expect full answers to higher order thinking questions	
Ask simple yes/no questions	Think-Pair-Share discussions	Think-Pair-Share	Encourage students to orally present/describe drawings to classmates	
Ask simple wh- questions about text		Scaffold responses to higher order thinking. "In my opinion ____"		
Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Allow Small group activities following teacher modeling			

Domain: Reading				
ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1 if possible.	Preview text using KWL chart	Use ELL Summary	Model developing a story map.	Provide Graphic Organizer for development of text summary
Preview story with picture walk.	Modify length of reading passages	Use word wall with vocabulary relevant to lesson using pictures	Ask inference/predictions questions	
Use picture cards	Use ELL Summary	Offer text at student's proficiency level.		

Identify cognates and pre-teach vocabulary connecting to L1 when possible	Pre-teach vocabulary in text using pictures and cognates (if available)	Ask text-dependent questions
Use Teacher Read-Aloud with gestures		
Engage students in choral reading	Student will retell sequence of events of text read using pictures/visual tools for students to manipulate	
Student will retell sequence of events of story heard using pictures/visual tools for students to manipulate		

Domain: Writing				
ELP1	ELP2	ELP3	ELP4	ELP5
Create vocabulary notebook with images and L1 translation.	Use PWIM model	Use Graphic Organizer	Prompt students to independent writing	Independent use of target vocabulary
Allow student to write words in L1	Model using Graphic Organizer to write down ideas	Model writing full sentences	Encourage use of target vocabulary	
Allow students to draw picture	Prompt students to engage in sharing of ideas.	Provide sentence stems: "I can ask questions ____"	Model using complete sentences to explain ideas: "It is important to ask questions while reading because...."	
Provide sentence frames with word bank and images.	Use storyboard where students draw and write simple sentences	Use storyboard – using pictures and full sentences.		
Label pictures with word from word bank.	Provide sentence frames and word bank: ""If I don't understand something I can ask____."			

What will Students know?

Students will know how to...

- sequence events in a story

- identify cause and effect
- identify fact and opinion
- use both text and graphic features to gain information.
- ask and answer questions related to historical events
- give information about opinions
- use key vocabulary such as battle, mission, conduct, surveyed, independence, benefits, previously, collapse, heroin, formal, strategy, freedom, authorities, recruit, efficient, organized, personally
- use academic vocabulary such as fact, opinion, describe, reasons, question, events, sequence, context, biography

What will Students be able to do with the language?

Students will be able to

- Communicate for social and instructional purposes within the school setting.
- Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- Use prior knowledge to understand meanings of academic and unit vocabulary for problem solving and personal growth

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 3 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts

Related NJSL

Part 1
Comprehension and Collaboration
Presentation of Knowledge and Ideas

LA.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.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

LA.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.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Related NJSL

Part 2

College and Career Readiness Anchor Standards for Reading Craft and Structure

Reading Literature

LA.RL.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.
LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
LA.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.
LA.RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
LA.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
LA.RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LA.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Reading Informational

LA.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.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.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.
LA.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.
LA.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.
LA.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

LA.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LA.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Related NJSL

Part 3

College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Vocabulary Acquisition and Uses

LA.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LA.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.5.6	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Vocabulary Acquisition and Use

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

LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.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.
LA.L.5.4.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
LA.L.5.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Suggested Materials/Resources/Websites:

- Journeys Paired Selections
 - Dangerous Crossing/Revolution and Rights
 - Can't You Make Them Behave, King George?/Tea Time!
 - They Called Her Molly Pitcher/ A Spy for Freedom
 - James Forten/Modern Minute Man
 - We Were There, Too!/Patriotic Poetry
- Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
- Journeys Write-In Readers
- Starfall.com
- Raz-kids for ELLs
- Epic!
- Seesaw
- Flipgrid
- ReadWorks
- Uniteforliteracy.org
- Storylineonline.net

- BrainPOP
- Scholastics
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA Standards (2020)	https://wida.wisc.edu/teach/standards/eld
New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	ELLs in Elementary School
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers
Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin-Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf
Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
CommonLit	CommonLit Resource Library
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Scholastic	Unlocking Language for ELLs
Florida Center for Reading Research	www.fcrr.org
Read Write Think	www.readwritethink.org

Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

Related NJSLS	College and Career Ready Practices Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	C Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related NJSLS	Civic Financial Responsibility Performance Expectations
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Related NJSLS	Career Awareness and Planning Performance Expectations
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

Related NJSLS	Creativity and Innovation Performance Expectations
---------------	--

- 9.4.5.CI.2 Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
- 9.4.5.CI.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process.

Related NJSLS	Critical Thinking and Problem-solving Performance Expectations
------------------	--

- 9.4.5.CT.2 Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- 9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Related NJSLS	Digital Citizenship Performance Expectations
------------------	--

- 9.4.5.DC.5 Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
- 9.4.5.DC.6 Compare and contrast how digital tools have changed social interactions.
- 9.4.5.DC.7 Explain how posting and commenting in social spaces can have positive or negative consequences.
- 9.4.5.DC.8 Propose ways local and global communities can engage digitally to participate in and promote climate action.

Related NJSLS	Global and Cultural Awareness Performance Expectations
------------------	--

- 9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view.

Related NJSLS	Information and Media Literacy Performance Expectations
------------------	---

- 9.4.5.IML.2 Create a visual representation to organize information about a problem or issue.
- 9.4.5.IML.3 Represent the same data in multiple visual formats in order to tell a story about the data.
- 9.4.5.IML.4 Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- 9.4.5.IML.5 Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- 9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

- 9.4.5.IML.7 Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

Related NJSLS	Technology Literacy Performance Expectations
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Social Studies Standards

Related NJSLS	Civics, Government, and Human Rights: Civics and Political Institutions Performance Expectations
6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
Related NJSLS	Civics, Government, and Human Rights: Processes and Rules Performance Expectations
6.1.5.CivicsPR.1:	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
Related NJSLS	Civics, Government, and Human Rights: Human and Civil Rights Performance Expectations
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
Related NJSLS	Civics, Government, and Human Rights: Civic Mindedness Performance Expectations
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
VPA.1.3.5.C	Theater

Comprehensive Health and Physical Education

Indicator Number	Emotional Health Indicator
2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

- 2.1.5.EH.2 Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- 2.1.5.EH.3 Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Accommodations, Modifications, and Teacher Strategies

504 Plans	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids modified textbooks or audio-video materials behavior management support adjusted class schedules or grading verbal testing excused lateness, absence, or missed classwork pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced leveled readers and sources Increase the level of complexity Decrease scaffolding Variety of finished products Allow for greater independence Learning stations, interest groups Varied texts and supplementary materials Use of technology Flexibility in assignments Varied questioning strategies Encourage research Strategy and flexible groups based on formative assessment or student choice Acceleration within a unit of study Exposure to more advanced or complex concepts, abstractions, and materials Encourage students to move through content areas at their own pace After mastery of a unit, provide students with more advanced learning activities, not more of the same activity Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Guided notes with highlighted words and concepts Use of Merriam-Webster's ELL dictionary Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate

ELA/ESL Curriculum: Proficiency Levels 1-5

Grade 5

Unit 4

The Power of Storytelling

The curriculum for Grades 5 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English.

In this unit, students will learn that everyone has a story to tell. Students will engage in speaking, listening, reading and writing activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers. Students will examine the author's purpose, characters, setting, and text features that aide in the comprehension of the text. These texts will help our multilingual learners build knowledge while developing phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension. Students will learn vocabulary that will help them explain how a character's actions, words and feelings help with comprehension of text.

In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels develop content and academic language simultaneously.

-
- The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
First Trimester 5-6 Weeks	Elementary School Grade 5 meet daily for ELA for a period of 80 minutes.	Levels 1 - 5

Stage 1: Identify Desired Results

WIDA Standards

Standard 1	Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.
Standard 2	Language for Language Arts

	English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
Standard 3	Language for Mathematics English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
Standard 4	Language for Science English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
Standard 5	Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.
Vocabulary Usage	ELP 1 - Most common vocabulary ELP 2 - High frequency vocabulary ELP 3 - General and some specific vocabulary ELP 4 - Specialized and some technical vocabulary ELP 5 - Specialized and technical vocabulary
Language Forms and Conventions	ELP 1- Memorized language ELP 2 - Language with errors where meaning is obscured. ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words ELP 2 - Phrases, short sentences ELP 3 - Series of related sentences ELP 4 - Moderate discourse ELP 5 - Complex discourse
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
What language do students need in order to understand why does an author want to tell a story?	Students will understand that everyone has a story to tell, as they develop skills and strategies across English modalities.
What language do students need in order to explain how can telling a story be powerful?	
What strategies can I use to better understand unfamiliar language?	Biliteracy is a valuable skill in a global community.

How can I make myself understood as a novice level speaker?

Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.

Who am I and what is my place in the world?

Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

Why doesn't everyone see things the way I do?

Everyone has a culture. It shapes how we see the world, ourselves and others.

Stage 2: Evidence

Formative Assessments

- Anecdotal records
- Oral retell
- Collaborative discussion
- Tests
- Quizzes
- Exit tickets
- Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric
- Sorting/matching activities
- Class polls
- Performance tasks (borrowed from unit skills & vocabulary)
- Listening comprehension tasks.
- Online mini-assessments: Kahoot, NearPod, Seesaw, etc.

Summative Assessments

- Journey's Unit Assessment
- Teacher created Assessment
- Benchmark Assessment – WIDA MODEL and/or ACCESS
- Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the novice-mid level for across the interpretive, interpersonal modes of communication.

Unit Projects / Assessments:

At the end of this unit students will complete an end of unit activity, "This Is My Story". Students will produce creative writing where they will tell their own story, describing their feelings, and/or ideas. Students will read aloud their narration to the class.

- Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.
- Appropriate use of drawing, dictating, and/or writing to narrate a single event.

- Effective use of sequencing words (e.g., *first, next, then, last*), common adjectives used to describe emotions (e.g., *happy, sad, mad, excited*), pronouns (*I, he, she*), and simple present and past forms of common verbs (*to feel, to be*) to recount a narrative.
- Appropriate use of *wh*- questions (*who, what, when, where, why*), pronouns, and simple present and past forms of common verbs (*to feel, to be*) to ask and answer questions.
- Effective use of the conjunction *because* to elaborate on ideas.
- Effective use of Unit 4 vocabulary.

Note: Stage 3: Learning Plan

How will the learning unfold over the course of the unit?

The thematic units of the Grade 5 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Grade 5 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities

Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.

- Linguistic Activities
- Logical-mathematical
- Spatial Bodily-Kinesthetic
- Interpretive, interpersonal and presentational
- Reading, listening, viewing
- Singing, drawing, dancing
- Build background knowledge
- Establish rules and model procedures for classroom discussions
- Pre-teach academic and content vocabulary for lesson

Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.

Sample Activities:

Methodologies

Sheltered Instruction Strategies
Comprehension Based Communicative Language Teaching

- Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language.
- Teacher will use content area studies as the context for language learning.
- Teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.

Display different comics, if possible, comics in students' home language

Display images with characters showing different feelings.
Engage students in discussion of opinions about characters.

Provide wordless book, have students write a story that describe pictures.

Pre-teach vocabulary in context.

Listen and demonstrate comprehension of stories read aloud

Retell a story (beginning, middle end) after listening to or reading a story

Use a Venn diagram to compare and contrast people or things.

Use an idea Web to identify what can make a story interesting.

Compare and contrast two characters from a story or stories that you have read.

Identify the letters of the alphabet, identify the names of vowels and consonants

Scaffolds Per Proficiency Levels and Domain

Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
Model one step-directions for students to follow	Use manipulative visuals for students to manipulate in order to demonstrate sequence of story	Use graphics/realia to model following multi-step oral directions	Use Venn Diagram to compare and contrast information heard	Confirm students' prior knowledge of content topics
Provide visual/graphic displays for students to match to social language		Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals	Jigsaw discussions	
Use realia that match vocabulary or oral statements	Use TPR Model matching or classifying oral			

Use L1 words/cognates when possible	descriptions to real-life experiences or visually-represented information.	Provide wait time
Allow students to listen to recorded audio as needed	Restate/rephrase and use similar sentence structures in oral routines	Use anticipation guides such as asking questions/discussing theme

Domain: Speaking				
ELP1	ELP2	ELP3	ELP4	ELP5
Allow students to speak with peers in L1 if possible	Use L1, pictures, gestures, or single words and patterned responses	Provide Graphic Organizer for oral retell	Model/Expect full sentence response	Model dialogue expected in discussion of ideas.
Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know.	Use sentence frame: "The character looks ____"	Prompt student to dialogue/collaboration	Expect full answers to higher order thinking questions	
Ask simple yes/no questions	Think-Pair-Share discussions	Think-Pair-Share	Encourage students to orally present/describe drawings to classmates	
Ask simple wh- questions about text		Scaffold responses to higher order thinking. "In my opinion ____"		
Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Allow Small group activities following teacher modeling			

Domain: Reading				
ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1 if possible.	Preview text using KWL chart	Use ELL Summary	Model developing a story map.	Provide Graphic Organizer for development of text summary
Preview story with picture walk.	Modify length of reading passages	Use word wall with vocabulary relevant to lesson using pictures	Ask inference/predictions questions	
Use picture cards	Use ELL Summary	Offer text at student's proficiency level.		
Identify cognates and pre-teach vocabulary connecting to L1 when possible	Pre-teach vocabulary in text using pictures and cognates (if available)	Ask text-dependent questions		
Use Teacher Read-Aloud with gestures				
Engage students in choral reading	Student will retell sequence of events of text			

Student will retell sequence of events of story heard using pictures/visual tools for students to manipulate

read using pictures/visual tools for students to manipulate

Domain: Writing				
ELP1	ELP2	ELP3	ELP4	ELP5
Create vocabulary notebook with images and L1 translation.	Use PWIM model	Use Graphic Organizer	Prompt students to independent writing	Independent use of target vocabulary
Allow student to write words in L1	Model using Graphic Organizer to write down ideas	Model writing full sentences	Encourage use of target vocabulary	
Allow students to draw picture	Prompt students to engage in sharing of ideas.	Provide sentence stems: "I can ask questions ____"	Model using complete sentences to explain ideas: "It is important to ask questions while reading because...."	
Provide sentence frames with word bank and images.	Use storyboard where students draw and write simple sentences	Use storyboard – using pictures and full sentences.		
Label pictures with word from word bank.	Provide sentence frames and word bank: ""If I don't understand something I can ask____."			

What will Students know?

Students will know how to...

- Identify author's purpose
- sequence events in a story
- identify cause and effect
- use both text and graphic features to gain information.
- ask and answer questions related to historical events
- give information about opinions

- use key vocabulary such as cover, fold, pages, episode, record, machine, future, collect, original, exciting, boring, interview, speaker, require, minimum, descend
- use academic vocabulary such as narrate, author's purpose, opinion, describe, reasons, question, events, sequence

What will Students be able to do with the language?

Students will be able to

- Communicate for social and instructional purposes within the school setting.
- Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- Use prior knowledge to understand meanings of academic and unit vocabulary for problem solving and personal growth

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 4 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts

Related NJSL

Part 1
Comprehension and Collaboration
Presentation of Knowledge and Ideas

LA.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.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.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.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

LA.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Related NJSLs

Part 2
College and Career Readiness Anchor Standards for Reading
Craft and Structure

Reading Literature

- LA.RL.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.
- LA.RL.5.2 Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
- LA.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- LA.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.
- LA.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- LA.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
- LA.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- LA.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Reading Informational

- LA.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.
- LA.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- LA.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.
- LA.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.
- LA.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.
- LA.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- LA.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- LA.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- LA.RI.5.9 Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

LA.RI.5.10

By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Related NJSLs

Part 3

**College and Career Readiness Anchor Standards for Writing
Production and Distribution of Writing
Vocabulary Acquisition and Uses**

LA.W.5.1

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

LA.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly

LA.W.5.3

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

LA.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LA.W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LA.W.5.6

With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

LA.W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

LA.W.5.8

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

LA.W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Vocabulary Acquisition
and Use**

LA.L.5.1

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

LA.L.5.2

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

LA.L.5.3

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

LA.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.

LA.L.5.4.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
LA.L.5.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Suggested Materials/Resources/Websites:

- Journeys Paired Selections
 - Lunch Money/Zap!Pow! A History of the Comics
 - LAFFF/From Dreams to Reality
 - The Dog Newspaper/Poetry About Poetry
 - Darnell Rock Reporting/Volunteer!
 - The Black Stallion/Horse Power
- Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
- Journeys Write-In Readers
- Starfall.com
- Raz-kids for ELLs
- Epic!
- Seesaw
- Flipgrid
- ReadWorks
- Uniteforliteracy.org
- Storylineonline.net
- BrainPOP
- Scholastics
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA Standards (2020)	https://wida.wisc.edu/teach/standards/eld
New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	ELLs in Elementary School
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers
Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin-Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf
Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
CommonLit	CommonLit Resource Library
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Scholastic	Unlocking Language for ELLs
Florida Center for Reading Research	www.fcrr.org
Read Write Think	www.readwritethink.org
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

Related NJSLs	College and Career Ready Practices Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	C Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related NJSLs	Civic Financial Responsibility Performance Expectations
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Related NJSLs	Career Awareness and Planning Performance Expectations
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

Related NJSLs	Creativity and Innovation Performance Expectations
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process.

Related NJSLS	Critical Thinking and Problem-solving Performance Expectations
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
Related NJSLS	Digital Citizenship Performance Expectations
9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions.
9.4.5.DC.7	Explain how posting and commenting in social spaces can have positive or negative consequences.
9.4.5.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action.
Related NJSLS	Global and Cultural Awareness Performance Expectations
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
Related NJSLS	Information and Media Literacy Performance Expectations
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.3	Represent the same data in multiple visual formats in order to tell a story about the data.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social.
Related NJSLS	Technology Literacy Performance Expectations
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Social Studies Standards

Related NJSLs	Economics, Innovation, and Technology: Economic Ways of Thinking Performance Expectations
6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make.
6.1.5.EconET.2	Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
6.1.5.EconET.3	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
VPA.1.3.5.C	Theater

Comprehensive Health and Physical Education

Indicator Number	Emotional Health Indicator
2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Accommodations, Modifications, and Teacher Strategies

504 Plans	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids modified textbooks or audio-video materials behavior management support adjusted class schedules or grading verbal testing excused lateness, absence, or missed classwork pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced leveled readers and sources Increase the level of complexity Decrease scaffolding Variety of finished products Allow for greater independence Learning stations, interest groups Varied texts and supplementary materials Use of technology Flexibility in assignments Varied questioning strategies Encourage research Strategy and flexible groups based on formative assessment or student choice Acceleration within a unit of study Exposure to more advanced or complex concepts, abstractions, and materials Encourage students to move through content areas at their own pace After mastery of a unit, provide students with more advanced learning activities, not more of the same activity Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Guided notes with highlighted words and concepts Use of Merriam-Webster's ELL dictionary Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate

ELA/ESL Curriculum: Proficiency Levels 1-5

Grade 5

Unit 5

Under Western Skies

The curriculum for Grades 5 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English.

In this unit, students will learn about the western movement in the 1800s. Students will engage in reading, speaking, writing and listening activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers. Students will read fiction and non-fiction accounts, identify cause and effect, and examine the author's purpose, that aide in the comprehension of the text. These texts will help our multilingual learners build knowledge while developing phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension. Students will learn vocabulary that will help them explain how a character's actions, words and feelings help with comprehension of text.

In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels develop content and academic language simultaneously.

- The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
First Trimester 5-6 Weeks	Elementary School Grade 5 meet daily for ELA for a period of 80 minutes.	Levels 1 - 5

Stage 1: Identify Desired Results

WIDA Standards

Standard 1	Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.
Standard 2	Language for Language Arts

	English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
Standard 3	Language for Mathematics English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
Standard 4	Language for Science English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
Standard 5	Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.
Vocabulary Usage	ELP 1 - Most common vocabulary ELP 2 - High frequency vocabulary ELP 3 - General and some specific vocabulary ELP 4 - Specialized and some technical vocabulary ELP 5 - Specialized and technical vocabulary
Language Forms and Conventions	ELP 1- Memorized language ELP 2 - Language with errors where meaning is obscured. ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words ELP 2 - Phrases, short sentences ELP 3 - Series of related sentences ELP 4 - Moderate discourse ELP 5 - Complex discourse
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
What language do students need in order to understand how the challenges of the past altered people's lives and views?	Students will understand that a by reading about the past they can gain knowledge to understand present day issues, as they develop skills and strategies across English modalities.
What language do students need in order to explain the challenges that the environment can present to people?	

Biliteracy is a valuable skill in a global community.

What strategies can I use to better understand unfamiliar language?

Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.

How can I make myself understood as a novice level speaker?

Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

Who am I and what is my place in the world?

Why doesn't everyone see things the way I do?

Everyone has a culture. It shapes how we see the world, ourselves and others.

Stage 2: Evidence

Formative Assessments

- Anecdotal records
- Oral retell
- Collaborative discussion
- Tests
- Quizzes
- Exit tickets
- Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric
- Sorting/matching activities
- Class polls
- Performance tasks (borrowed from unit skills & vocabulary)
- Listening comprehension tasks.
- Online mini-assessments: Kahoot, NearPod, Seesaw, etc.

Summative Assessments

- Journey's Unit Assessment
- Teacher created Assessment
- Benchmark Assessment – WIDA MODEL and/or ACCESS
- Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the novice-mid level for across the interpretive, interpersonal modes of communication.

Unit Projects / Assessments:

At the end of this unit students will complete an end of unit activity, "Moving West". Students will narrate their adventures, challenges and success as if they were traveling west in the 1800. Students will use details from text read, contributions for peers, and facts obtained from electronic resources. Students will read aloud their narration to the class.

- Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.
- Appropriate use of drawing, dictating, and/or writing to narrate a single event.

- Effective use of sequencing words (e.g., *first, next, then, last*), common adjectives used to describe emotions (e.g., *happy, sad, mad, excited*), pronouns (*I, he, she*), and simple present and past forms of common verbs (*to feel, to be*) to recount a narrative.
- Appropriate use of *wh-* questions (*who, what, when, where, why*), pronouns, and simple present and past forms of common verbs (*to feel, to be*) to ask and answer questions.
- Effective use of the conjunction *because* to elaborate on ideas.
- Effective use of Unit 5 vocabulary.

Note: Stage 3: Learning Plan

How will the learning unfold over the course of the unit?

The thematic units of the Grade 5 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Grade 5 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodologies
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ Linguistic Activities ▪ Logical-mathematical ▪ Spatial Bodily-Kinesthetic ▪ Interpretive, interpersonal and presentational ▪ Reading, listening, viewing ▪ Singing, drawing, dancing ▪ Build background knowledge ▪ Establish rules and model procedures for classroom discussions ▪ Pre-teach academic and content vocabulary for lesson <p>Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.</p>	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <ul style="list-style-type: none"> • Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. • Teacher will use content area studies as the context for language learning. • Teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.

Sample Activities:

Display map of the United States. Label routes traveled west.

Display images of western landscape, label and identify as needed.

Identify different dangers people faced in the past and how they survived.

Identify reasons why people would leave their home and relocate to an new location.

Pre-teach vocabulary in context.

Listen and demonstrate comprehension of stories read aloud

Retell a story (beginning, middle end) after listening to or reading a story

Use a Venn diagram to compare and contrast people or things.

Use an idea Web to identify what can make a story interesting.

Compare and contrast two characters from a story or stories that you have read.

Identify the letters of the alphabet, identify the names of vowels and consonants

Scaffolds Per Proficiency Levels and Domain

Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
Model one step-directions for students to follow	Use manipulative visuals for students to manipulate in order to demonstrate sequence of story	Use graphics/realia to model following multi-step oral directions	Use Venn Diagram to compare and contrast information heard	Confirm students' prior knowledge of content topics heard
Provide visual/graphic displays for students to match to social language		Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals	Jigsaw discussions	
Use realia that match vocabulary or oral statements	Use TPR			
Use L1 words/cognates when possible	Model matching or classifying oral descriptions to	Provide wait time		

Allow students to listen to recorded audio as needed

real-life experiences or visually-represented information.

Use anticipation guides such as asking questions/discussing theme

Restate/rephrase and use similar sentence structures in oral routines

Domain: Speaking				
ELP1	ELP2	ELP3	ELP4	ELP5
Allow students to speak with peers in L1 if possible	Use L1, pictures, gestures, or single words and patterned responses	Provide Graphic Organizer for oral retell	Model/Expect full sentence response	Model dialogue expected in discussion of ideas.
Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know.	Use sentence frame: "The character looks ____"	Prompt student to dialogue/collaboration	Expect full answers to higher order thinking questions	
Ask simple yes/no questions	Think-Pair-Share discussions	Think-Pair-Share	Encourage students to orally present/describe drawings to classmates	
Ask simple wh- questions about text		Scaffold responses to higher order thinking. "In my opinion ____"		
Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Allow Small group activities following teacher modeling			

Domain: Reading				
ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1 if possible.	Preview text using KWL chart	Use ELL Summary	Model developing a story map.	Provide Graphic Organizer for development of text summary
Preview story with picture walk.	Modify length of reading passages	Use word wall with vocabulary relevant to lesson using pictures	Ask inference/predictions questions	
Use picture cards	Use ELL Summary	Offer text at student's proficiency level.		
Identify cognates and pre-teach vocabulary connecting to L1 when possible	Pre-teach vocabulary in text using pictures and cognates (if available)	Ask text-dependent questions		
Use Teacher Read-Aloud with gestures				
Engage students in choral reading	Student will retell sequence of events of text read using			

Student will retell sequence of events of story heard using pictures/visual tools for students to manipulate

Domain: Writing				
ELP1	ELP2	ELP3	ELP4	ELP5
Create vocabulary notebook with images and L1 translation.	Use PWIM model	Use Graphic Organizer	Prompt students to independent writing	Independent use of target vocabulary
Allow student to write words in L1	Model using Graphic Organizer to write down ideas	Model writing full sentences	Encourage use of target vocabulary	
Allow students to draw picture	Prompt students to engage in sharing of ideas.	Provide sentence stems: "I can ask questions ____"	Model using complete sentences to explain ideas: "It is important to ask questions while reading because...."	
Provide sentence frames with word bank and images.	Use storyboard where students draw and write simple sentences	Use storyboard – using pictures and full sentences.		
Label pictures with word from word bank.	Provide sentence frames and word bank: "“If I don’t understand something I can ask____.”"			

What will Students know?

Students will know how to...

- identify author’s purpose
- sequence events in a story
- identify cause and effect
- use both text and graphic features to gain information.
- ask and answer questions related to historical events
- give information about opinions

- use key vocabulary such as hill, prairie, evident, chore, village, hide, reasoned, acknowledge, decline, ranchers, wagon, crossing, disadvantage, mountain, waterfall, encounter, resumed
- use academic vocabulary such as sequence of events, historical fiction, narrate, author's purpose, opinion, describe, reasons, question

What will Students be able to do with the language?

Students will be able to

- Communicate for social and instructional purposes within the school setting.
- Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- Use prior knowledge to understand meanings of academic and unit vocabulary for problem solving and personal growth

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 5 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts

Related NJSLs

Part 1
Comprehension and Collaboration
Presentation of Knowledge and Ideas

LA.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.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.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.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

LA.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Related NJSL

Part 2
College and Career Readiness Anchor Standards for Reading
Craft and Structure

Reading Literature

- LA.RL.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.
- LA.RL.5.2 Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
- LA.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- LA.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.
- LA.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- LA.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
- LA.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- LA.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Reading Informational

- LA.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.
- LA.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- LA.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.
- LA.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.
- LA.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.
- LA.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- LA.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- LA.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Related NJSL

Part 3

College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Vocabulary Acquisition and Uses

LA.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LA.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.5.6	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Vocabulary Acquisition and Use

LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LA.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.
LA.L.5.4.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
LA.L.5.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Suggested Materials/Resources/Websites:

- Journeys Paired Selections
 - Tucket’s Travels/Wild Weather
 - The Birchbark House/Four Seasons of Food
 - Vaqueros: America’s First Cowboys/Rhyme on the Range
 - Rachel’s Journal: The Story of a Pioneer Girl/Westward to Freedom
 - Lewis and Clark/A Surprise Reunion
- Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
- Journeys Write-In Readers
- Starfall.com
- Raz-kids for ELLs
- Epic!
- Seesaw
- Flipgrid
- ReadWorks
- Uniteforliteracy.org
- Storylineonline.net
- BrainPOP
- Scholastics
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA Standards (2020)	https://wida.wisc.edu/teach/standards/eld
New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	ELLs in Elementary School
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers
Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin-Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf
Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
CommonLit	CommonLit Resource Library
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Scholastic	Unlocking Language for ELLs
Florida Center for Reading Research	www.fcrr.org
Read Write Think	www.readwritethink.org
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/

Interdisciplinary Connections

Related NJSLs	College and Career Ready Practices Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	C Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related NJSLs	Civic Financial Responsibility Performance Expectations
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Related NJSLs	Career Awareness and Planning Performance Expectations
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

Related NJSLs	Creativity and Innovation Performance Expectations
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

- 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process.

Related NJSLS Critical Thinking and Problem-solving
Performance Expectations

- 9.4.5.CT.2 Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- 9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Related NJSLS Digital Citizenship
Performance Expectations

- 9.4.5.DC.5 Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
- 9.4.5.DC.6 Compare and contrast how digital tools have changed social interactions.
- 9.4.5.DC.7 Explain how posting and commenting in social spaces can have positive or negative consequences.
- 9.4.5.DC.8 Propose ways local and global communities can engage digitally to participate in and promote climate action.

Related NJSLS Global and Cultural Awareness
Performance Expectations

- 9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view.

Related NJSLS Information and Media Literacy
Performance Expectations

- 9.4.5.IML.2 Create a visual representation to organize information about a problem or issue.
- 9.4.5.IML.3 Represent the same data in multiple visual formats in order to tell a story about the data.
- 9.4.5.IML.4 Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- 9.4.5.IML.5 Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- 9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
- 9.4.5.IML.7 Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

Related NJSLS Technology Literacy
Performance Expectations

- 9.4.5.TL.3 Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
- 9.4.5.TL.5 Collaborate digitally to produce an artifact.

Science Standards

Related NJSL	Cycles of Matter and Energy Transfer in Ecosystems Performance Expectations
HS-LS2-4.LS2B	Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem

Math Standards

Related NJSL	Measurement and Data Performance Expectations
MA.5.MD.B	Represent and interpret data

Comprehensive Health and Physical Education

Indicator Number	Emotional Health Indicator
2.1.5.EH.1	Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.
2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Accommodations, Modifications, and Teacher Strategies

504 Plans	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids modified textbooks or audio-video materials behavior management support adjusted class schedules or grading verbal testing excused lateness, absence, or missed classwork pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced leveled readers and sources Increase the level of complexity Decrease scaffolding Variety of finished products Allow for greater independence Learning stations, interest groups Varied texts and supplementary materials Use of technology Flexibility in assignments Varied questioning strategies Encourage research Strategy and flexible groups based on formative assessment or student choice Acceleration within a unit of study Exposure to more advanced or complex concepts, abstractions, and materials Encourage students to move through content areas at their own pace After mastery of a unit, provide students with more advanced learning activities, not more of the same activity Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Guided notes with highlighted words and concepts Use of Merriam-Webster's ELL dictionary Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate

ELA/ESL Curriculum: Proficiency Levels 1-5

Grade 5

Unit 6

Reading Adventures

The curriculum for Grades 5 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English.

In this unit, students will learn about places near and far, in the present and in the past, to discover the mysteries and wonders in the world around us. Students will engage in reading, writing, speaking and listening activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers.

In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels develop content and academic language simultaneously.

-
- The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
First Trimester 5-6 Weeks	Elementary School Grade 5 meet daily for ELA for a period of 80 minutes.	Levels 1 - 5

Stage 1: Identify Desired Results

WIDA Standards

Standard 1	Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.
Standard 2	Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
Standard 3	Language for Mathematics English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.

Standard 4	Language for Science English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
Standard 5	Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.
Vocabulary Usage	ELP 1 - Most common vocabulary ELP 2 - High frequency vocabulary ELP 3 - General and some specific vocabulary ELP 4 - Specialized and some technical vocabulary ELP 5 - Specialized and technical vocabulary
Language Forms and Conventions	ELP 1- Memorized language ELP 2 - Language with errors where meaning is obscured. ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words ELP 2 - Phrases, short sentences ELP 3 - Series of related sentences ELP 4 - Moderate discourse ELP 5 - Complex discourse
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
What language do students need in order to explain what can be learned by studying other cultures?	Students will explain how everyone benefits from understanding and respecting other cultures, as they develop skills and strategies across English modalities. Students will learn about other cultures through reading informational texts
How do students state opinions?	Students can support their opinions with facts and reasons. Biliteracy is a valuable skill in a global community.
How do students discuss feelings?	Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.

What strategies can I use to better understand unfamiliar language?

How can I make myself understood as a novice level speaker?

Who am I and what is my place in the world?

Why doesn't everyone see things the way I do?

Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

Everyone has a culture. It shapes how we see the world, ourselves and others.

Stage 2: Evidence

Formative Assessments

- Anecdotal records
- Oral retell
- Collaborative discussion
- Tests
- Quizzes
- Exit tickets
- Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric
- Sorting/matching activities
- Class polls
- Performance tasks (borrowed from unit skills & vocabulary)
- Listening comprehension tasks.
- Online mini-assessments: Kahoot, NearPod, Seesaw, etc.

Summative Assessments

- Journey's Unit Assessment
- Teacher created Assessment
- Benchmark Assessment – WIDA MODEL and/or ACCESS
- Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the novice-mid level for across the interpretive, interpersonal modes of communication.

Unit Projects / Assessments:

At the end of this unit students will complete an end of unit activity, "This Day in History Newsletter". Students will create a newsletter with information about their culture, a recount of their journey to our town, description of feelings and obstacles, and information on how to grow in a new community. Students will use details from the texts read, information gathered from digital research, as well as from information shared by classmates.

- Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.
- Appropriate use of drawing, dictating, and/or writing to narrate a single event.
- Effective use of sequencing words (e.g., *first, next, then, last*), common adjectives used to describe emotions (e.g., *happy, sad, mad, excited*), pronouns (*I, he, she*), and simple present and past forms of common verbs (*to feel, to be*) to recount a narrative.
- Appropriate use of *wh-* questions (*who, what, when, where, why*), pronouns, and simple present and past forms of common verbs (*to feel, to be*) to ask and answer questions.
- Effective use of the conjunction *because* to elaborate on ideas.
- Effective use of Unit 6 vocabulary.

Note: Stage 3: Learning Plan

How will the learning unfold over the course of the unit?

The thematic units of the Grade 5 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Grade 5 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodologies
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ Linguistic Activities ▪ Logical-mathematical ▪ Spatial Bodily-Kinesthetic ▪ Interpretive, interpersonal and presentational ▪ Reading, listening, viewing ▪ Singing, drawing, dancing ▪ Build background knowledge ▪ Establish rules and model procedures for classroom discussions ▪ Pre-teach academic and content vocabulary for lesson <p>Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.</p>	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <ul style="list-style-type: none"> • Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. • Teacher will use content area studies as the context for language learning. • Teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.

Sample Activities:

Display world map, label countries

Display artifact that represent students' countries/cultures.

Engage students in discussion of feelings when encountered with a problem.

Identify various actions that are examples of courage

Pre-teach vocabulary in context.

Listen and demonstrate comprehension of stories read aloud

Retell a story (beginning, middle end) after listening to or reading a story

Use a Venn diagram to compare and contrast people or things.

Use a Graphic Organizer to classify facts and opinions

Compare and contrast two characters from a story or stories that you have read.

Identify the letters of the alphabet, identify the names of vowels and consonants

Scaffolds Per Proficiency Levels and Domain

Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
Model one step-directions for students to follow	Use manipulative visuals for students to manipulate in order to demonstrate sequence of story	Use graphics/realia to model following multi-step oral directions	Use Venn Diagram to compare and contrast information heard	Confirm students' prior knowledge of content topics
Provide visual/graphic displays for students to match to social language		Orally and using gestures emphasize key words from text to match main ideas of	Jigsaw discussions	
Use realia that match vocabulary or oral statements	Use TPR			

Use L1 words/cognates when possible	Model matching or classifying oral descriptions to real-life experiences or visually-represented information.	familiar text read aloud to visuals
Allow students to listen to recorded audio as needed	Restate/rephrase and use similar sentence structures in oral routines	Provide wait time
		Use anticipation guides such as asking questions/discussing theme

Domain: Speaking

ELP1	ELP2	ELP3	ELP4	ELP5
Allow students to speak with peers in L1 if possible	Use L1, pictures, gestures, or single words and patterned responses	Provide Graphic Organizer for oral retell	Model/Expect full sentence response	Model dialogue expected in discussion of ideas.
Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know.	Use sentence frame: "I can help someone win by ____"	Prompt student to dialogue/collaboration	Expect full answers to higher order thinking questions	
Ask simple yes/no questions	Think-Pair-Share discussions	Think-Pair-Share	Encourage students to orally present/describe drawings to classmates	
Ask simple wh- questions about text		Scaffold responses to higher order thinking. "In my opinion ____"		
Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Allow Small group activities following teacher modeling			

Domain: Reading

ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1 if possible.	Preview text using KWL chart	Use ELL Summary	Model developing a story map.	Provide Graphic Organizer for development of text summary
Preview story with picture walk.	Modify length of reading passages	Use word wall with vocabulary relevant to lesson using pictures	Ask inference/predictions questions	
Use picture cards	Use ELL Summary	Offer text at student's proficiency level.		
Identify cognates and pre-teach vocabulary connecting to L1 when possible	Pre-teach vocabulary in text using pictures and cognates (if available)	Ask text-dependent questions		
Use Teacher Read-Aloud with gestures				

Engage students in choral reading

Student will retell sequence of events of story heard using pictures/visual tools for students to manipulate

Student will retell sequence of events of text read using pictures/visual tools for students to manipulate

Domain: Writing				
ELP1	ELP2	ELP3	ELP4	ELP5
Create vocabulary notebook with images and L1 translation.	Use PWIM model	Use Graphic Organizer	Prompt students to independent writing	Independent use of target vocabulary
Allow student to write words in L1	Model using Graphic Organizer to write down ideas	Model writing full sentences	Encourage use of target vocabulary	
Allow students to draw picture	Prompt students to engage in sharing of ideas.	Provide sentence stems: "I can ask questions ____"	Model using complete sentences to explain ideas: "It is important to ask questions while reading because...."	
Provide sentence frames with word bank and images.	Use storyboard where students draw and write simple sentences	Use storyboard – using pictures and full sentences.		
Label pictures with word from word bank.	Provide sentence frames and word bank: "If I don't understand something I can ask_____."			

What will Students know?

Students will know how to...

- sequence events in a story
- identify cause and effect
- identify fact and opinion
- use both text and graphic features to gain information.
- ask and answer questions related to historical events

- give information about opinions
- use key vocabulary such as direction, memory, routine, ancient, mystery, procedure, discover, extinct, organize, viewpoint, destination, confused, frustrating, resident
- use academic vocabulary such as topic, details, opinion, describe, reasons, question, events, sequence, context

What will Students be able to do with the language?

Students will be able to

- Communicate for social and instructional purposes within the school setting.
- Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- Use prior knowledge to understand meanings of academic and unit vocabulary for problem solving and personal growth

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 6 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts	
Related NJSL	Part 1 Comprehension and Collaboration Presentation of Knowledge and Ideas
LA.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.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.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.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

LA.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Related NJSLs

Part 2
College and Career Readiness Anchor Standards for Reading
Craft and Structure

Reading Literature

- LA.RL.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.
- LA.RL.5.2 Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
- LA.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- LA.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.
- LA.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- LA.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
- LA.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- LA.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Reading Informational

- LA.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.
- LA.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- LA.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.
- LA.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.
- LA.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.
- LA.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- LA.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- LA.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Related NJSL

Part 3

College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Vocabulary Acquisition and Uses

LA.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LA.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.5.6	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Vocabulary Acquisition and Use

LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LA.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.
LA.L.5.4.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
LA.L.5.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Suggested Materials/Resources/Websites:

- Journeys Paired Selections
 - Animals on the Move/Skywoman's Rescue/The Whale/Wild Geese
 - Mysteries at Cliff Palace/Cave of the Crystals/Places and Names: A Traveler's Guide/los libros
 - Fossils: A Peek Into the Past/Trapped in Tar!/Journey of the Woolly Mammoth/Fossils
 - The Case of the Missing Deer/Fossil Fish Found!/ Encounter/Deep in the Forest
 - Get Lost! The Puzzle of Mazes/Journey to Cuzco/The Best Paths/Compass
- Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
- Journeys Write-In Readers
- Starfall.com
- Raz-kids for ELLs
- Epic!
- Seesaw
- Flipgrid
- ReadWorks
- Uniteforliteracy.org
- Storylineonline.net
- BrainPOP
- Scholastics
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA Standards (2020)	https://wida.wisc.edu/teach/standards/eld
New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	ELLs in Elementary School
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers
Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin-Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf
Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
CommonLit	CommonLit Resource Library
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Scholastic	Unlocking Language for ELLs
Florida Center for Reading Research	www.fcrr.org
Read Write Think	www.readwritethink.org
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/

Interdisciplinary Connections

Related NJSLs	College and Career Ready Practices Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	C Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related NJSLs	Civic Financial Responsibility Performance Expectations
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Related NJSLs	Career Awareness and Planning Performance Expectations
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

Related NJSLs	Creativity and Innovation Performance Expectations
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

- 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process.

Related
NJSLs **Critical Thinking and Problem-solving**
Performance Expectations

- 9.4.5.CT.2 Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- 9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Related
NJSLs **Digital Citizenship**
Performance Expectations

- 9.4.5.DC.5 Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
- 9.4.5.DC.6 Compare and contrast how digital tools have changed social interactions.
- 9.4.5.DC.7 Explain how posting and commenting in social spaces can have positive or negative consequences.
- 9.4.5.DC.8 Propose ways local and global communities can engage digitally to participate in and promote climate action.

Related
NJSLs **Global and Cultural Awareness**
Performance Expectations

- 9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view.

Related
NJSLs **Information and Media Literacy**
Performance Expectations

- 9.4.5.IML.2 Create a visual representation to organize information about a problem or issue.
- 9.4.5.IML.3 Represent the same data in multiple visual formats in order to tell a story about the data.
- 9.4.5.IML.4 Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- 9.4.5.IML.5 Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- 9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
- 9.4.5.IML.7 Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

Related
NJSLs **Technology Literacy**
Performance Expectations

- 9.4.5.TL.3 Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
- 9.4.5.TL.5 Collaborate digitally to produce an artifact.

Social Studies Standards

Related NJSLS	Civics, Government, and Human Rights: Civics and Political Institutions Performance Expectations
6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
Related NJSLS	Civics, Government, and Human Rights: Processes and Rules Performance Expectations
6.1.5.CivicsPR.1:	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
Related NJSLS	Civics, Government, and Human Rights: Human and Civil Rights Performance Expectations
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
Related NJSLS	Civics, Government, and Human Rights: Civic Mindedness Performance Expectations
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
VPA.1.3.5.C	Theater

Comprehensive Health and Physical Education

Indicator Number	Emotional Health Indicator
2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Accommodations, Modifications, and Teacher Strategies

504 Plans	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids modified textbooks or audio-video materials behavior management support adjusted class schedules or grading verbal testing excused lateness, absence, or missed classwork pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced leveled readers and sources Increase the level of complexity Decrease scaffolding Variety of finished products Allow for greater independence Learning stations, interest groups Varied texts and supplementary materials Use of technology Flexibility in assignments Varied questioning strategies Encourage research Strategy and flexible groups based on formative assessment or student choice Acceleration within a unit of study Exposure to more advanced or complex concepts, abstractions, and materials Encourage students to move through content areas at their own pace After mastery of a unit, provide students with more advanced learning activities, not more of the same activity Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Guided notes with highlighted words and concepts Use of Merriam-Webster's ELL dictionary Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate

