

# Unit 1: Think It Through

Content Area: **ELL**  
Course(s):  
Time Period: **SeptOct**  
Length: **6 Weeks**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

## **English as a Second Language: Grade 4**

## **Unit 1: Think It Through**

**Belleville Board of Education**

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Board Approved: October 17, 2016

## **Unit Overview**

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In Unit One, ELLs think about what is important to them. They also note that different things are important at different times. Topics covered in Unit Six include treasures, weather, learning to succeed, animals and you, and funny times.

*"Wonders for English Learners* offers instruction specifically designed to create learning experiences that inspire confidence, increase student engagement, and build language skills. Lessons emphasize building speaking, listening, reading, and writing skills to improve both academic and social language and accelerate progress in the core classroom. All instruction connects with core Wonders content, providing a seamless pathway for students to access content at their proficiency level, build understanding, and engage in the core classroom."

## **Exit Skills**

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By the end of this unit, ELLs will be able to:

- Develop oral vocabulary to use when talking about a topic.
- Ask and answer questions after actively listening to a read-aloud
- Ask and answer questions about key details in a text
- Read with sufficient accuracy and fluency to support comprehension
- Demonstrate comprehension of text through written response to a prompt
- Elaborate and ask questions to request clarification
- Support ideas with text evidence
- Determine the main idea and supporting details

- Apply grade level phonics skills

## **Enduring Understanding**

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ELLs will understand that when people are faced with challenges they use problem-solving and cooperation which are skills that are essential to survival.

## **Essential Questions**

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- Where do good ideas come from?
- How do your actions affect others?
- How do people respond to natural disasters?
- How can science help you understand how things work?
- How can starting a business help others?

## **Learning Objectives**

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Develop oral vocabulary

Collaborate to converse about a topic

Describe traits of a character

Ask and answer questions about key details in a text

Discuss activities and events that occur in a story

Develop language to use when talking about a topic

Identify and read High-Frequency Words

Identify and practice phonemes within words

Retell a story

Create words with Word Building Cards

Identify complete sentences and fragments

Draw conclusions about a character's feelings

Create an informational writing piece that describes characters in a story

Participate in an interactive Read Aloud

Summarize information

Identify similarities and differences

### Revised Bloom's Taxonomy

<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Create</b>
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				

### **Interdisciplinary Connections**

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SOC.6.1.4.A	Civics, Government, and Human Rights
SOC.6.1.4.A.CS1	Rules and laws are developed to protect people’s rights and the security and welfare of society.
SOC.6.1.4.C.CS1	People make decisions based on their needs, wants, and the availability of resources.

## **Alignment to 21st Century Skills & Technology**

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### **Key SUBJECTS AND 21st CENTURY THEMES**

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

### **21st Century/Interdisciplinary Themes**

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

### **21st Century Skills**

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- Communication and Collaboration
- Creativity and Innovation

- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **Technology Infusion**

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- [www.edconnect.mcgraw-hill.com](http://www.edconnect.mcgraw-hill.com)
- Interactive Read Alouds
- Digital Visual Vocabulary Cards
- Laptops
- Smartboard

## **Differentiation**

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- Leveled Readers
- Differentiated Text

## **Special Education**

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Special Education and Resource Room Teachers will have access to Wonder Works. This product has differentiated foundational skills practice, instructional support, and assessment.

Additionally, phonological awareness, phonemic awareness, phonics, and structural analysis at students' individual levels are also covered with this supplemental program. It mirrors all of the skills and strategies of the Wonders reading series.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation

- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **ELL**

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- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **Intervention Strategies**

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- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Evidence of Student Learning-CFU's**

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In addition to the assessments provided with the Wonders reading series, teachers may use different formative and informative assessments to guide their instruction. Below is a checklist of possible assessment strategies to be used in the reading classroom:

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems



- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

## **Primary Resources**

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- *My Language Book*
- Literature Big Book
- Visual Vocabulary Card
- Reading/Writing Workshop
- Retelling Cards
- Interactive Read Aloud
- Differentiated Texts
- Language Development Cards

## **Ancillary Resources**

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- Smart Board
- Student Laptops
- Decodable Readers
- Leveled Readers

## **Sample Lesson**

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Unit Name: Think It Through

NJSLS: See attached

Interdisciplinary Connection: Science, Social Studies, Writing

Statement of Objective: Analyze text for deeper understanding while citing and writing down explicit evidence. Categorize uses of the phonics decode of the short /e/.

## Anticipatory Set/Do Now: Activate Schema and background knowledge

### Learning Activity:

- Preteach vocabulary
- Review high frequency words
- Whole Group Read Aloud
- Guided questions to lead students back to the text
- Evaluate contextual clues to identify meanings of domain-specific vocabulary
- Use leveled reader: *Jack and the Extreme Stalk*

### Student Assessment/CFU's: Thumbs Up, Thumbs Down

### Materials:

- SmartBoard,
- English Language Development Companion Worktext
- English Language Development Visual Vocabulary Cards
- Wonders ELL text: *The Dragon Problem*
- Wonders digital platform

### 21st Century Themes and Skills:

- Global Perspectives
- Civic Literacy
- Creativity and Innovation
- Information Literacy
- Critical Thinking and Problem Solving

### Differentiation/Modifications:

- Cooperative groupings
- Higher order thinking skills
- Close Reading
- Leveled readers

### Integration of Technology:

- SmartBoard
- ConnectEd

### Standards:

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Ref's	Standard ID	Description
0x	LA.4.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
0x	LA.4.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
0x	LA.4.SL.4.1.D	Review the key ideas expressed and explain their own ideas

and understanding in light of the discussion.

0x LA.4.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

0x LA.4.SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.