# MP1 Grade 5 ESL-LCD Level B

Content Area: **ESL**
Course(s):
Time Period: **MP1**
Length: **45**
Status: **Published**

## Unit Focus

Standards are integrated within each lesson to enable multilingual learners to work toward proficiency in English while learning content—developing the skills and confidence in listening, speaking, reading, and writing. The Units will focus on basic vocabulary and content development around animals, domestic and wild, their care, depictions of animals in illustrated and non-illustrated text, natural features of the Earth, and changes in its environment.

## WIDA Standards

ELD Standard 1: Language for Social and Instructional Purposes (ELD-SI)

ELD Standard 2: Language for Language Arts (ELD-LA)

ELD Standard 3: Language for Mathematics (ELD-MA)

ELD Standard 4: Language for Science (ELD-SC)

ELD Standard 5: Language for Social Studies (ELD-SS)

## Lesson Summaries

**Unit1 (Weeks 2-5)**

***Eagles Up Close-*** In this lesson, students identify main ideas and supporting details as they read. They write paragraphs about what they learned about eagles and observe eagles up close. They demonstrate active listening by answering riddles with moderate support and use nouns in simple sentence patterns

***Horses Up Close-*** *In this lesson, students use informational text features to locate and learn information. They illustrate and write paragraphs about horses. They support opinions about work animals, use synonyms and antonyms to create precision and shades of meaning while speaking, and learn suffixes to determine the meaning of words.*

***At Risk! -*** *In this lesson, students learn about endangered and at-risk animals and plants by reading and analyzing charts, graphs, and maps. Students write about human involvement in endangered wildlife habitats and display the results of a survey. They contribute politely to discussions and identify the effect alliteration*

*produces on the audience.*

***Owl Acrostics -***In this lesson, students describe how well an author uses language to present ideas in an acrostic poem, use descriptive detail to write interview questions and answers, and write acrostic poems. Students use a growing number of general academic words to create precision while speaking, and they identify, explain, and use metaphors.

**Unit2 (Week 7-10)**

***Ponds -*** In this lesson, students describe a sequence of events in a pond ecosystem, write opinion pieces, and create posters explaining the water cycle. They adjust language according to purpose, task, and audience, and they expand sentences with adjectives.

***Oceans-*** In this lesson, students use textual evidence to support opinions, and they support opinions in writing using facts from the text. They create signs encouraging people to care for the ocean. They express ideas using basic modal expressions (may, must, can, should) and use the simple present tense.

***Escape From Pacaya -*** In this lesson, students distinguish literal from figurative language, write narratives about the response of the father to the volcanic eruption, and learn that some natural hazards are preceded by phenomena that allow forecasting. They contribute to partner discussions, affirming others, and they learn and use academic action verbs.

**Fires-** In this lesson, students use content-related vocabulary to present ideas, write concise summaries of texts, and share how people can prepare for natural disasters. They express accurate reasons to support opinions and join ideas using transitional words and phrases.

## Spiraling for Mastery

| Content or Skill for this Unit | WIDA Can Dos and PLDs for levels for Entering and Beginning levels of language proficiency |
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| - use vocabulary in sentences | - Strategies: Comprehension, questioning, summarizing |

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| -use L1 and L2 to analyze charts and graphs<br>- identify cause and effect<br>- label<br>-read information<br>-research | - Classify information<br>- Produce drawings, phrases, short sentences<br>- Respond to oral directions<br>- Follow two-step oral directions<br>- Ask and answer short questions<br>- Describe actions, people, places |

## Weekly and Bi-Weekly Scope and Sequence

| WEEKS | Standards | Content Area | Language Development | Reading | Writing | Listening/Speaking | Small Group | Assessment |
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| 2 | | **Science:** Students will discuss the similarities and differences between body structures and systems of different birds of prey, and how these serve specific functions in growth, reproduction, and survival. | Students will learn about nouns and use them in a simple sentence pattern (noun phrase, linking verb, noun phrase), practicing English word order. | Students will identify main ideas and supporting details of a text and explain how the details support the main idea. | Students will write short informative texts, using notes and a paragraph frame for support. | Students will demonstrate active listening of oral presentations by answering questions and asking for clarification, with moderate support. | **<u>Group 1 (Independent reading)</u>**<br>*Eagles (Read to Me option)*<br>F&P level:L<br>https://www.getepic.com/app/read/6797<br>*My First Animal Library: Bald Eagles*<br>F&P level: J<br>https://www.getepic.com/app/read/34059<br>*Bald Eagles*<br>F&P level: M | -Eagles Up Close Vocabulary picture cards<br>-Eagles Up Close student pages 1-4 |

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| | | | | | | | https://www.getepic.com/app/read/36233<br><br>**Group 2 (Lesson Reinforcement with teacher)**<br><br>Guided Reading:<br><br>Amazing Animals: Eagles<br><br>F&P level: M<br><br>https://www.getepic.com/app/read/75865<br><br>Eagles Up Close (TCM ebook)<br><br>See Google Folder 3-5 Unit 1 Topic 1- Level B- Eagles Up Close | |
| **2 RESOURCES** | | TCM- Language Power 3-5 B digital resources<br><br>License Key Code: **9E2B-XVWH-NEWJ** | bilingual glossaries | Get Epic<br><br>RAZ Kids<br><br>Unite for Literacy<br><br>TCM e-books | -Google Docs, slides<br><br>-notebook<br><br>-Exploring New Vocabulary charts | - YouTube (Audio clips)<br><br>- EdPuzzle<br><br>-Flipgrid<br><br>-See Google Folder for partner/interactive activities | SeeGoogle Folder for suggested Eagles Up Close activities<br><br>Share suggested activities in designated Google folders | TCM- Language Power 3-5 B digital resources<br><br>License Key Code: **9E2B-XVWH-NEWJ** |

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| | | Smartboard, document camera, paper, folders, pens. | | | | | | |
| **3** | | **Language Arts:** Students will support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence or relevant background knowledge about the content, with moderate support. | Students will learn suffixes to help determine the meaning of unknown words on familiar and new topics. | Students will use the text features of an informational text (e.g., table of contents, sidebars, diagrams, glossary) to locate information. | Students will write and illustrate a short informational text, using notes from a class discussion and a paragraph frame for support. | Students will use a growing number of general academic and domain-specific words, synonyms, and antonyms, to create precision and shades of meaning while speaking. | **Group 1 (Independent activity/reading)**<br><br>Choice Board<br><br>AI Choice Board Generator<br><br>(can include independent Reading)<br><br>*Horses (Read to Me option)*<br><br>F&P Level: J<br><br>https://www.getepic.com/app/read/12681<br><br>*Horses*<br><br>F&P level: K<br><br>https://www.getepic.com/app/read/40422<br><br>*You Can Draw It! Horses* (an early finisher activity)<br><br>F&P level: R<br><br>https://www.getepic.com/app/read/14966 | Horses Up Close<br><br>Picture Cards<br><br>Horses Up Close Student Pages 1-4 |

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| | | | | | | | **Group 2 (Lesson Reinforcement with teacher)**<br><br>Guided Reading:<br><br>*Horses!* (Read to Me option)<br><br>F&P level: V<br><br>https://www.getepic.com/app/read/17894<br><br>Horses Up Close (TCM ebook) | |
| **3 RESOURCES** | | TCM-Language Power 3-5 B digital resources<br><br>License Key Code: **9E2B-XVWH-NEWJ**<br><br>Smartboard, document camera, paper, folders, pens. | bilingual glossaries | Get Epic<br><br>RAZ Kids<br><br>Unite for Literacy<br><br>TCM e-books | Smartboard, document camera, paper, folders, pens. | - YouTube (Audio clips)<br><br>- EdPuzzle<br><br>-Flipgrid | SeeGoogle Folder for suggested Horses Up Close activities<br><br>Share suggested activities in designated Google folders | TCM-Language Power 3-5 B digital resources<br><br>License Key Code: **9E2B-XVWH-NEWJ** |
| **4** | | **Mathematics:** Students will read, interpret, and create simple | Students will identify and use alliteration and discuss | Students will learn more about a topic | Students will write with increasing cohesion about endangere | Students will contribute to class, group, and partner discussions, including sustained | **Group 1 (Independent activity/reading)**<br><br>Choice Board<br><br>AI Choice Board | At Risk |

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| | | bar graphs, pie charts, and line graphs. | the effect it produces on the audience. | by reading and analyzing charts, graphs, and other visuals. | d animals, habitats, and human involvement, with support. | dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information. | Generator<br><br>(Can include independent reading)<br><br>*Last Chance to Save/Endangered Animals*<br><br>F&P Level: R<br><br>https://www.getepic.com/app/read/69036<br><br>*Endangered and Extinct Animals*<br><br>F&P Level:M<br><br>https://www.getepic.com/app/read/8925<br><br>**Group 2 (Lesson Reinforcement with teacher)**<br><br>*Why and Where are Animals Endangered?*<br><br>F&P level: T<br><br>https://www.getepic.com/app/read/19878<br><br>At Risl (TCM ebook) | Picture Cards<br><br>At Risk Student Pages 1-4 |
| | | TCM- | bilingual glossaries | Get Epic | Smartboard, document | - YouTube (Audio clips) | SeeGoogle Folder for suggested animal/math | TCM-Language |

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| **4 RESOURCES** | | Language Power 3-5 B digital resources<br><br>License Key Code: **9E2B-XVWH-NEWJ**<br><br>Smartboard, document camera, paper, folders, pens. | | RAZ Kids<br><br>Unite for Literacy<br><br>TCM e-books | camera, paper, folders, pens. | - EdPuzzle<br><br>-Flipgrid | activities<br><br>Share suggested activities in designated Google folders | Power 3-5 B digital resources<br><br>License Key Code: **9E2B-XVWH-NEWJ** |
| 5/6 | | **Language Arts**: Students will apply understanding of how poems are organized to express ideas with increasing cohesion. | Students will identify figurative language and explain and use metaphors. | Students will identify figurative language and explain and use metaphors. | Students will narrate real or imagined experiences using effective technique and descriptive details. | Students will narrate real or imagined experiences using effective technique and descriptive details. | **Group 1 (Independent reading)**<br><br>*Writing a Poem*<br><br>F&P level:M<br><br>https://www.getepic.com/app/read/60004<br><br>*The Alphabet Thief*<br><br>F&P level: N<br><br>https://www.getepic.com/app/read/42106<br><br>*How to Write a Poem* | Owl Acrostics<br><br>Picture Cards<br><br>Owl Acrostics Student Pages 1-4 |

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| | | | | | | | F&P level: M<br><br>https://www.getepic.com/app/read/12818<br><br>**Group 2 (Lesson Reinforcement with teacher)**<br><br>Guided Reading:<br><br>Owl Acrostics (TCM ebook)<br><br>*Acrostic Poems*<br><br>F&P level: M<br><br>https://www.getepic.com/app/read/35361 | |
| **5/6 RESOURCES** | | TCM-Language Power 3-5 B digital resources<br><br>License Key Code: **9E2B-XVWH-NEWJ**<br><br>Smartboard, document camera, paper, folders, | bilingual glossaries | Get Epic<br><br>RAZ Kids<br><br>Unite for Literacy<br><br>TCM e-books | Smartboard, document camera, paper, folders, pens. | - YouTube (Audio clips)<br><br>- EdPuzzle<br><br>-Flipgrid | SeeGoogle Folder for suggested Poetry activities<br><br>Share suggested activities in designated Google folders | TCM-Language Power 3-5 B digital resources<br><br>License Key Code: **9E2B-XVWH-NEWJ**<br><br>*EOU - some portions are one-on-one Allow |

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| | | pens. | | | | | | for time to assess*<br><br>**End of Unit Student Pages**<br><br>**End of Unit Assessment administration directions** |
| 7 | | **Science**: Students will demonstrate knowledge that water exists in the air in different forms and changes from one form to another through various processes. | Students will learn some adjectives and expand a sentence with details. | Students will describe the relationship between scientific ideas or concepts, using language that pertains to time, sequence, and cause/effect. | Students will write opinion pieces, supporting a point of view with reasons, details, and temporal words and phrases. | Students will adjust language choices according to purpose, task, and audience, with moderate support. | **Group 1 (Independent activity/reading)**<br><br>Choice Board<br><br>AI Choice Board Generator<br><br>(can include independent Reading)<br><br>*Seasons of the Freshwater Pond Biome*<br><br>F&P Level: L (Read to Me) *can be assigned as independent reading<br><br>https://www.getepic.com/app/read/18736 | Ponds<br><br>Picture Cards<br><br>Ponds Student Pages 1-4 |

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| | | | | | | | *Water Bodies*<br><br>F&P Level: L<br><br>https://www.getepic.com/app/read/42754<br><br>National Geographic Readers: Water<br><br>F&P Level: P<br><br>https://www.getepic.com/app/read/15151<br><br>**Group 2 (Lesson Reinforcement with teacher)**<br><br>Guided Reading:<br><br>*Ponds* (TCM ebook)<br><br>The Water Cycle<br><br>F&P level: P<br><br>https://www.getepic.com/app/read/7663 | |
| **7 RESOURCES** | | TCM-Language Power 3-5 B digital resources<br><br>License Key Code: **9E2B-XVWH-NEWJ** | bilingual glossaries | Get Epic<br><br>RAZ Kids<br><br>Unite for Literacy<br><br>TCM e-books | Smartboard, document camera, paper, folders, pens. | - YouTube (Audio clips)<br><br>- EdPuzzle<br><br>-Flipgrid | SeeGoogle Folder for suggested Ponds activities<br><br>Share suggested activities in designated Google folders | TCM-Language Power 3-5 B digital resources<br><br>License Key Code: **9E2B-** |

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| | | Smartboard, document camera, paper, folders, pens. | | | | | | **XVWH-NEWJ** |
| **8** | | **Science**: Students will create and perform public service announcements to warn people about activities that might harm a biome such as rainforests. | Students will use the simple present tense to convey ideas appropriately, using subject-verb agreement and English word order. | Students will identify examples of fact and opinion and use textual evidence to support opinions about a text. | Students will support opinions using good reasons and increasingly detailed textual evidence. | Students will express ideas and opinions or temper statements using basic modal expressions. | **<u>Group 1 (Independent activity/reading)</u>**<br><br>Choice Board<br><br>AI Choice Board Generator<br><br>(can include independent Reading)<br><br>Oceans<br><br>F&P Level: O<br><br>https://www.getepic.com/app/read/31217<br><br>*Polluted Oceans: (Read to Me) *can be assigned as independent reading*<br><br>F&P Level: M<br><br>https://www.getepic.com/app/read/12782<br><br>*Explore Earth's Five Oceans*<br><br>F&P Level: R<br><br>https://www.getepic | Oceans<br><br>Picture Cards<br><br>Oceans student Pages 1-4 |

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| | | | | | | | .com/app/read/12411<br><br>**Group 2 (Lesson Reinforcement with teacher)**<br><br>Guided Reading:<br><br>*Oceans* (TCM ebook)<br><br>*Ocean Ecosystems*<br><br>F&P level: R<br><br>https://www.getepic.com/app/read/42539 | |
| **8 RESOURCES** | | CM-Language Power 3-5 A digital resources<br><br>License Key Code: **XYWT-25TT-5JUT**<br><br>Smartboard, document camera, paper, folders, pens. | bilingual glossaries | Get Epic<br><br>RAZ Kids<br><br>Unite for Literacy<br><br>TCM e-books | Smartboard, document camera, paper, folders, pens. | - TCM video:**tcmpub.digital/lp/3-5/starfis**h<br><br>-YouTube (Audio clips)<br><br>- EdPuzzle<br><br>-Flipgrid | SeeGoogle Folder for suggested Our activitiesPlanet<br><br>Share suggested activities in designated Google folders | TCM-Language Power 3-5 B digital resources<br><br>License Key Code: **9E2B-XVWH-NEWJ** |
| **9** | | **Science**: Students will learn that some | Students will learn the meaning | Students will deter | Students will use dialogue and | Students will contribute to partner discussions, | **Group 1 (Independent activity/reading)** | Escape From Picaya |

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| | | natural hazards that occur in the physical environment are preceded by phenomena that allow forecasting. | of and use academic action verbs. | mine the meaning of words and phrases and distinguish literal from figurative language. | descripVolcanoetions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. | including sustained dialogue, by affirming others and adding relevant information. | Choice Board<br><br>AI Choice Board Generator<br><br>(can include independent Reading)<br><br>Volcanoes<br><br>F&P Level: M<br><br>https://www.getepic.com/app/read/70203<br><br>*Danger! Volcanoes (Read to Me) *can be assigned as independent reading*<br><br>F&P Level: R<br><br>https://www.getepic.com/app/read/9168<br><br>*Volcanoes*<br><br>F&P Level: L<br><br>https://www.getepic.com/app/read/52058<br><br>*Kaboom! A Volcano Erupts*<br><br>F&P Level: M<br><br>https://www.getepic.com/app/read/83577 | Picture Cards<br><br>Escape From Picaya student Pages 1-4 |

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| | | | | | | | **Group 2 (Lesson Reinforcement with teacher)**<br><br>Guided Reading:<br><br>Escape From Picaya (TCM ebook)<br><br>Learn About Volcanoes<br><br>F&P level: M<br><br>https://www.getepic.com/app/read/71872 | |
| **9 Resources** | | TCM-Language Power 3-5 A digital resources<br><br>License Key Code: **XYWT-25TT-5JUT**<br><br>Smartboard, document camera, paper, folders, pens. | bilingual glossaries | Get Epic<br><br>RAZ Kids<br><br>Unite for Literacy<br><br>TCM e-books | Smartboard, document camera, paper, folders, pens. | -YouTube (Audio clips)<br><br>- EdPuzzle<br><br>-Flipgrid | SeeGoogle Folder for suggested Our activitiesPlanet<br><br>Share suggested activities in designated Google folders | TCM-Language Power 3-5 B digital resources<br><br>License Key Code: **9E2B-XVWH-NEWJ** |
| **10/11** | | **Science:** Students will share how people can prepare | Students will join ideas using transitional words | Students will use content-related | Students will write increasingly concise summaries of texts using | Students will express accurate reasons to support opinions | **Group 1 (Independent activity/reading)**<br><br>Choice Board<br><br>AI Choice Board | Fires<br><br>Picture Cards<br><br>Fires |

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| | | for natural disasters that change Earth's surface. | and phrases. | vocab ulary to presen t ideas, with moder ate suppor t. | complete sentences and key words. | | Generator<br><br>(can include independent Reading)<br><br>Disaster Zone: Wildfires<br><br>F&P Level: M<br><br>https://www.getepic.com/app/read/33767<br><br>*Smithsonian Readers: Dealing with Wildfires (Read to Me) *can be assigned as independent reading*<br><br>F&P Level: M<br><br>https://www.getepic.com/app/read/75326<br><br>*Forest Fires*<br><br>F&P Level: N<br><br>https://www.getepic.com/app/read/35510<br><br>*Natural Disasters : Wildfires*<br><br>F&P Level: M<br><br>https://www.getepic.com/app/read/71680 | student Pages 1-4 |

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| | | | | | | | **Group 2 (Lesson Reinforcement with teacher)**<br><br>Guided Reading:<br><br>Fires (TCM ebook)<br><br>*National Geographic Readers: Wildfires*<br><br>F&P level: R<br><br>https://www.getepic.com/app/read/43419 | |
| **10/11 Resources** | | TCM-Language Power 3-5 A digital resources<br><br>License Key Code: **XYWT-25TT-5JUT**<br><br>Smartboard, document camera, paper, folders, pens. | bilingual glossaries | Get Epic<br><br>RAZ Kids<br><br>Unite for Literacy<br><br>TCM e-books | Smartboard, document camera, paper, folders, pens. | -YouTube (Audio clips)<br><br>- EdPuzzle<br><br>-Flipgrid | SeeGoogle Folder for suggested Our activitiesPlanet<br><br>Share suggested activities in designated Google folders | TCM-Language Power 3-5 B digital resources<br><br>License Key Code: **9E2B-XVWH-NEWJ**<br><br>*EOU - some portions are one-on-one Allow for time to assess*<br><br>**End of Unit** |

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| | | | | | | | | Student Pages<br><br>End of Unit Assessment administration directions<br>- |

## Career Readiness, Life Literacies & Key Skills

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| 9.4.12.CI.1: | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |
| 9.4.2.CT.3: | Use a variety of types of thinking to solve problems (e.g., inductive, deductive). |
| 9.4.12.IML.2: | Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |