

Fifth Grade ESL

Unit Title: Unit 1 - Making Contact

Stage 1: Desired Results

Standards & Indicators:

WIDA: Narrate, Inform, Explain, Argue

- **1-The Language for Social and Instructional Purposes**
(ELD-SI.4-12.Narrate, ELD-SI.4-12. Inform, ELD-SI.4-12. Explain, ELD-SI.4-12.Argue)
- **2-The Language of Language Arts**
(ELD-LA.4-5.Narrate. Interpretive, ELD-LA.4-5. Narrate.Expressive, ELD-LA.4-5. Inform. Interpretive, ELD-LA.4-5.Inform.Expressive, ELD-LA.4-5. Argue.Interpretive, ELD-LA.4-5. Argue.Expressive)
- **3-The Language of Mathematics**
(ELD-MA.4-5.Explain.Interpretive, ELD-MA.4-5. Explain. Expressive, ELD-MA.4-5.Argue. Interpretive, ELD-MA.4-5. Argue. Expressive)
- **4-The Language of Science**
(ELD-SC.4-5. Explain. Interpretive, ELD-SC.4-5. Explain. Expressive, ELD-SC.4-5. Argue. Interpretive, ELD-SC.4-5. Argue. Expressive)
- **5-The Language of Social Studies**
(ELD-SS.4-5. Explain. Interpretive, ELD-SS.4-5. Explain. Expressive, ELD-SS.4-5.Argue. Interpretive, ELD-SS.4-5. Argue, Expressive)

NJSLS Grade 5 English Language Arts

- **L.RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.5.2.** Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- **L.VI.5.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **RL.PP.5.5.** Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
- **RL.MF.5.6.** 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).
- **RI.MF.5.6.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **RI.AA.5.7.** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.NW.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.NW.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.RW.5.7.** Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **SL.II.5.2.** Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

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- **SL.UM.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.

NJSLS Grade 5 Social Studies

- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **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.

NJSLS Visual and Performing Arts

- **1.5.5.Cr2b** - Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
- **1.5.5.Cr2c** - Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
- **1.2.5.Cr1c** - Connect media artwork to personal experiences and the work of others.
- **1.2.5.Cr1d** - Collaboratively form ideas, plans, and models to prepare for media artwork.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.5.FP.5:** Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.
- **9.4.5.CI.1:** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- **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.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.
- **9.4.5.DC.4:** Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue.
- **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.

Central Idea / Enduring Understanding:

Students will...

- Compare and contrast modes of communication.
- Discuss communicating in the past and present using letters, postcards, and emails.
- Use for and since to talk about the past with present perfect.
- Relate cultural identity with our need to communicate.

Essential/Guiding Question:

- How do humans communicate?
- Why do humans communicate?
- How does communication shape relationships among humans?

Content:

- **Theme:** Making Contact
- **Language:**
 - Words

Skills (Objectives):

- **Listening Strategy**
 - preparing to listen
- **Reading Strategy**
 - Scanning

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<ul style="list-style-type: none"> ▪ envelope, letter, mail (v), mailbox, postcard, post office, stamp, bury, magazine, newspaper, object o <i>Grammar</i> <ul style="list-style-type: none"> ▪ present perfect with ever and never ▪ present perfect with for and since 	<ul style="list-style-type: none"> • Collaboration <ul style="list-style-type: none"> o Find out about a partner's experience • Communication <ul style="list-style-type: none"> o Discuss different ways of communicating • Creativity <ul style="list-style-type: none"> o Choose items for a time capsule • Critical thinking <ul style="list-style-type: none"> o Think about context behind an image
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Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Write an email • Spider graphic organizer • create a time capsule 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Student Practice Books • Student Writing Samples • Final Projects-Writing and Email • Unit Test • Oral Presentation of Published Works
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Unit 1 Unit Walkthrough</u></p> <ul style="list-style-type: none"> • Thematic Introduction – Introduce key vocabulary words using flashcards • Use the Photo- Students use key vocabulary to reflect on what is happening in the photo. <p><u>Lesson 1 Words</u></p> <ul style="list-style-type: none"> • Warm-up- Students use pictures to identify true/false statements with key vocabulary. • Listen and Repeat- Students listen and repeat key vocabulary. • Complete the text- Students use key vocabulary to complete the text. • Listen to the Conversation- Students listen to conversation to complete comprehension questions. • Optional Activity- Students create a TV advertisement for a Post office in an odd location. • Pairs- Students discuss their opinions in pairs. • Wrap Up- Students write an interesting fact on a notecard about themselves. <p><u>Lesson 2 Grammar</u></p> <ul style="list-style-type: none"> • Warm Up – Review key vocabulary. • Listen and Read- Read the grammar box on Present Perfect with ever/never. • Complete the text- Create questions using the present perfect. • Ask and Answer- Ask and answer questions with a partner on Present Perfect. • Optional Activity- Students brainstorm additional nouns to be used in Ask and Answer. • Pairs- Students use the present perfect to write 3 truths and a lie. Present to your partner. 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> • Classroom presentation tool • Student Book p.9 • Home School Connection letter • Flashcards • a world map • Classroom Presentation Tool • Audio Tracks 2-3 • Workbook p.8 • Workbook Audio Track 3 • Student book p. 10 • a letter, an envelope, a postcard, and a stamp • a blank postcard for each student • Classroom Presentation Tool • Workbook p.9 • Student book p. 11
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- **Wrap Up-** Students write something unusual that has happened in their lives using present perfect.

Lesson 3 Reading

- **Warm Up-** Using items brought from home, students rank them most to least interesting.
- **Use the Photo-** Students use photos to discuss using key vocabulary.
- **Listen and Read-** Students listen and read key text.
- **True/False-** Students identify true/false statements relating to text.
- **Read and answer-** Discuss what you would put in a time capsule.
- **Optional Activity-** In groups, create a skit on people from the future.
- **Wrap Up-** Draw your own time capsule

Lesson 4 Grammar

- **Warm Up-** Students place key phrases in order.
- **Listen and Read-** Listen and read the grammar box on present perfect with for and since.
- **Complete the Text-** Students complete the text using the present perfect with for and since.
- **Optional Activity-** Use the chart to create sentences.
- **True Statements-** Use present perfect to create true statements.
- **Wrap Up-** Create a chart for present perfect phrases.

Lesson 5 Chant

- **Warm Up-** Review key vocabulary in pairs.
- **Discuss-** In pairs, discuss the photo.
- **Listen and Read-** Read the chant for students to hear. Then give them time to read it on their own.
- **Listen and Chant-** Read the chant together.
- **Optional Activity 1-** Have students act out the chant.
- **Optional Activity 2-** Have students rewrite the chant.
- **Wrap Up-** Write a short chant to include in the time capsule.

Lesson 6 Writing

- **Warm Up-** Complete spider map on themselves.
- **Read the Text-** Read the email and answer comprehension questions.
- **Optional Activity-** Adapt sentences from false to true statements.
- **Read and Answer-** Reread key text and use information to answer clarifying questions.
- **Writing Skill-** Read writing box on the skill identifying paragraphs.

- Classroom Presentation Tool
- Audio track 4
- Workbook p 10 and 13
- Student book p. 12
- Modern and old objects from home

- Classroom Presentation Tool
- Workbook p. 11
- Workbook Audio Track 4
- Student Book p. 13

- Classroom presentation tool
- Audio Tracks 5-7
- Student Book p. 14
- a book, hat, a postcard, a photo, a picture of a cat, a pair of socks, a dictionary, a pencil, and a teddy bear

- Classroom presentation tool
- Spider graphic organizer
- Workbook p. 12
- Student Book p. 15

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- **Optional Activity 2-** Reorganize sentences to create a comprehensive paragraph.
- **Email-** Create an email to reply to Aya.
- **Optional Activity 3-** Discuss safe use of the internet when writing emails.
- **Wrap Up-** Write a fictional email.

Lesson 7 Video

- **Warm Up-** Ask questions to identify key vocabulary words.
- **Predict-** Using title and photo, predict what the video will be about.
- **Watch the Video-** Watch the video and identify information discussed in the video.
- **Watch and Complete-** Rewatch the video and complete the comprehension questions.
- **Optional Activity-** Have students create dialogue between main characters from video.
- **Discuss in pairs-** Discuss clarifying and opinion questions related to the video.
- **Wrap Up-** Quiz students on information from the entire unit.

- Classroom presentation tool
- Video 1
- Worksheet 5.1
- Unit 1 Test
- Student book p. 16

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Small group instruction with letter/sound acquisition
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Visual aids, realia, and manipulatives
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Small group reading instruction using repetitive text with picture support
		Draw and talk aloud to develop writing ideas	

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		Use of sentence frames to jumpstart writing	Draw to develop writing ideas
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Unit Title: Unit 2 - Life on the Road

Stage 1: Desired Results

Standards & Indicators:

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- **4-The Language of Science**
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- **5-The Language of Social Studies**
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NJSLS Grade 5 English Language Arts

- **L.RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
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- **W.RW.5.7.** Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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NJSLS Grade 5 Social Studies

- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **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.

NJSLS Visual and Performing Arts

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- **1.2.5.Cr1d** - Collaboratively form ideas, plans, and models to prepare for media artwork.

NJSLS Career Readiness, Life Literacies, and Key Skills

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- **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.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.
- **9.4.5.DC.4:** Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue.
- **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.

Central Idea / Enduring Understanding:

Students will...

- Discuss nomadic lifestyles
- Compare differing ways of life
- Write a biography
- Identify the value of respecting other cultures

Essential/Guiding Question:

- What does nomad mean?
- Why and how do people live a nomadic life?
- How can I respect other cultures?

Content:

- **Theme:** Life on the Road
- **Language:**

Skills (Objectives):

- **Listening Strategy**
 - Connecting to the topic

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<ul style="list-style-type: none"> o Words <ul style="list-style-type: none"> ▪ carpet, electricity, fire, pillow, pot, refrigerator, shelf, stove, geography, language, left o Grammar <ul style="list-style-type: none"> ▪ Simple past and present perfect ▪ Present perfect with already, yet, and just 	<ul style="list-style-type: none"> • Reading Strategy <ul style="list-style-type: none"> o Personalize before reading • Collaboration <ul style="list-style-type: none"> o Work together to choose important possessions • Communication <ul style="list-style-type: none"> o Discuss places you want to visit • Creativity <ul style="list-style-type: none"> o Imagine an interview with a nomad • Critical thinking <ul style="list-style-type: none"> o Analyze cultural stereotypes
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Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Compare lifestyles • Create questions to ask nomads • Flow chart • Engage in conversations on differing lifestyles 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Student Practice Books • Student Writing Samples • Unit Test • Final Project –a biography • Oral Presentation of Published Works
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Unit 1 Unit Walkthrough</u></p> <ul style="list-style-type: none"> • Thematic Introduction – Introduce key vocabulary. • Use the Photo- Students use key vocabulary to reflect on what is happening in the photo. <p><u>Lesson 1 Words</u></p> <ul style="list-style-type: none"> • Warm-up- Introduce key vocabulary. • Listen and Repeat- Listen and repeat key vocabulary. • Answer the Questions- Categorize key vocabulary. • Listen to the Conversation- Listen to the conversation and use key vocabulary to complete the sentences. • Pairs- Create questions to ask main characters from the conversation. • Optional Activity- In pairs, What would you show the main character in our school? • Wrap Up- Write a journal entry written in Cibrilla's voice. <p><u>Lesson 2 Grammar</u></p> <ul style="list-style-type: none"> • Warm Up – Review simple past and past participles. • Listen and Read- Read grammar box on Present perfect and simple past. • Complete the text- Use present perfect and simple past to complete the text. • Optional Activity- Use present perfect and simple past to write 2 sentences about your life. • Complete the Text-Use present perfect and simple past to complete the text. 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> • Classroom presentation tool • Home School Connection Letter • Student Book p. 17 <ul style="list-style-type: none"> • Classroom Presentation Tool • Audio Tracks 8-9 • Workbook p. 14 • Workbook Audio Track 5 • Student Book p. 18 • a world map <ul style="list-style-type: none"> • Classroom presentation tool • Workbook p. 15 • Workbook Audio 6 • Student Book p. 19
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- **Think and Ask-** Imagine you are on a camping trip, use the present perfect and simple past to create sentences about what you have done.
- **Wrap Up-** Write 1 sentence about what we have learned.

Lesson 3 Reading

- **Warm Up-** Give opinions on travel.
- **Use the Photo-** Using the title and photo, predict what the text will be about.
- **Listen and Read-** Listen and read the text.
- **Complete the Text-** Complete the sentences with key vocabulary from the text.
- **Pairs-** In pairs, give opinions on which locations you would visit from the text.
- **Optional Activity-** What would you show Zapps from your town?
- **Wrap Up-** Role-play being news reporters reporting on your town.

Lesson 4 Grammar

- **Warm Up-** Review present perfect and simple past.
- **Listen and Read-** Read grammar box on present perfect with already, yet, and just.
- **Complete the text-** Circle the correct grammar form in the text.
- **Create Sentences-** Create sentences using the present perfect with already, yet, and just.
- **Optional Activity-** Ask and answer questions using the key grammar form.
- **Wrap Up-** Create sentences using the grammar form and their lives.

Lesson 5 Song

- **Warm Up-** Review key vocabulary using drawings.
- **Pairs-** Using photo, give opinions about where you would like to visit.
- **Listen and Point-** Listen to the song and point to the places it identifies.
- **Listen and Sing-** Students listen and sing along.
- **Optional Activity-** Create new version of the song in partners.
- **Wrap Up-** Sing your new version of the song.

Lesson 6 Writing

- **Warm Up-** Ask yes/ no questions to identify the vocabulary.
- **Read the Text-** Read the biography on Jessica Watson.
- **Optional Activity-** Match definitions to key vocabulary.
- **Read and Answer-** Use the information from the text to answer comprehension questions.

- Classroom presentation tool
- Audio Track 10
- Workbook p.16 and 19
- Student Book p 20
- a world map

- Classroom presentation tool
- Workbook p. 17
- Student book p. 21

- Classroom Presentation Tool
- Audio Tracks 11-13
- Student Book p. 22
- 8 vocabulary cards

- Classroom Presentation Tool
- Graphic Organizer- Flow Chart
- Workbook p. 18
- Student Book p. 23
- Sticky notes

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- **Writing Skill-** Read writing skill box on time expressions.
- **Create-** Create a biography on your hero.
- **Wrap Up-** Write a comprehension question for classmates to answer on your writing piece.

Lesson 7 Video

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|--|---|
| <ul style="list-style-type: none"> • Warm Up- Review key vocabulary seen in this unit. • Watch the Video- Watch the video and match the photos seen. • Watch and Complete- Watch the video again and check off key vocabulary. • Comprehension- Answer true/false statements relating to the video. • Discuss in pairs- Discuss opinion questions relating to the video. • Optional Activity- Create your own interview video on travel. • Wrap Up- Match key vocabulary on the board. | <ul style="list-style-type: none"> • Classroom Presentation Tool • Video 2 • Student Book p. 24 • Anthology Story 1 • Anthology Teaching Notes p 136 • Worksheet 5.2 • Unit 2 Test |
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Small group instruction with letter/sound acquisition
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Visual aids, realia, and manipulatives
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Small group reading instruction using repetitive text with picture support
		Draw and talk aloud to develop writing ideas	Draw to develop writing ideas
		Use of sentence frames to jumpstart writing	

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Unit Title: Unit 3 - Challenges

Stage 1: Desired Results

Standards & Indicators:

WIDA: Narrate, Inform, Explain, Argue

- **1-The Language for Social and Instructional Purposes**
(ELD-SI.4-12.Narrate, ELD-SI.4-12. Inform, ELD-SI.4-12. Explain, ELD-SI.4-12.Argue)
- **2-The Language of Language Arts**
(ELD-LA.4-5.Narrate. Interpretive, ELD-LA.4-5. Narrate.Expressive, ELD-LA.4-5. Inform. Interpretive, ELD-LA.4-5.Inform.Expressive, ELD-LA.4-5. Argue.Interpretive, ELD-LA.4-5. Argue.Expressive)
- **3-The Language of Mathematics**
(ELD-MA.4-5.Explain.Interpretive, ELD-MA.4-5. Explain. Expressive, ELD-MA.4-5.Argue. Interpretive, ELD-MA.4-5. Argue. Expressive)
- **4-The Language of Science**
(ELD-SC.4-5. Explain. Interpretive, ELD-SC.4-5. Explain. Expressive, ELD-SC.4-5. Argue. Interpretive, ELD-SC.4-5. Argue. Expressive)
- **5-The Language of Social Studies**
(ELD-SS.4-5. Explain. Interpretive, ELD-SS.4-5. Explain. Expressive, ELD-SS.4-5.Argue. Interpretive, ELD-SS.4-5. Argue, Expressive)

NJSLS Grade 5 English Language Arts

- **L.RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.5.2.** Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- **L.VI.5.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **RL.PP.5.5.** Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
- **RL.MF.5.6.** 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).
- **RI.MF.5.6.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **RI.AA.5.7.** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.NW.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.NW.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.RW.5.7.** Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **SL.II.5.2.** Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

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- **SL.UM.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.

NJSLS Grade 5 Social Studies

- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **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.

NJSLS Visual and Performing Arts

- **1.5.5.Cr2b** - Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
- **1.5.5.Cr2c** - Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
- **1.2.5.Cr1c** - Connect media artwork to personal experiences and the work of others.
- **1.2.5.Cr1d** - Collaboratively form ideas, plans, and models to prepare for media artwork.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.5.FP.5:** Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.
- **9.4.5.CI.1:** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- **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.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.
- **9.4.5.DC.4:** Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue.
- **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.

Central Idea / Enduring Understanding:

Students will...

- Discuss competition and sports
- Use past progressive to talk about past actions
- Use the past tense to create a story
- Identify the value of hard work

Essential/Guiding Question:

- How do we discuss the past?
- What is a challenge?
- How can we overcome a challenge?
- How does hard work pay off?

Content:

- **Theme:** Challenges
- **Language:**
 - Words
 - competition, prize, race (n & v), rider, stadium, take part (in), win, winner, blind, board, chess, piece

Skills (Objectives):

- **Listening Strategy**
 - Identify key words
- **Reading Strategy**
 - Listening and Reading
- **Collaboration**
 - Compare ideas with a partner

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<ul style="list-style-type: none"> o Grammar <ul style="list-style-type: none"> ▪ Past progressive ▪ Simple past and past progressive 	<ul style="list-style-type: none"> • Communication <ul style="list-style-type: none"> o Discuss advantages and disadvantages of learning at home • Creativity <ul style="list-style-type: none"> o Write own story • Critical thinking <ul style="list-style-type: none"> o Predict content from visual cues
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Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Venn diagram to compare festivals • Ask and answer questions about challenges • Use the past tense to describe challenges in the past. 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Student Practice Books • Student Writing Samples • Final Projects-Crafting an email • Unit Test • Oral Presentation of Published Works
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Unit 1 Unit Walkthrough</u></p> <ul style="list-style-type: none"> • Thematic Introduction – Introduce key vocabulary. • Use the Photo- Students use key vocabulary to reflect on what is happening in the photo. <p><u>Lesson 1 Words</u></p> <ul style="list-style-type: none"> • Warm-up- Introduce key vocabulary. • Listen and Repeat- Listen and repeat key vocabulary. • Listen and Read- Listen to and read text. • Answer the Questions- Use key vocabulary to answer questions. • Optional Activity- Students read the text as commentators. • Listen to the Conversation- Listen to the conversation and use key vocabulary to complete the sentences. • Pairs- Describe a festival you have attended. • Wrap Up- Use a venn diagram to compare festivals. <p><u>Lesson 2 Grammar</u></p> <ul style="list-style-type: none"> • Warm Up – Review verbs to be in the past tense. • Listen and Read- Read grammar box on past progressive. • Complete the text- Use past progressive to complete the text. • Optional Activity- Use past progressive to write 2 sentences about the photos. • Complete the Text-Use past progressive to complete the text. • Wrap Up- Change verbs using the past progressive. <p><u>Lesson 3 Reading</u></p> <ul style="list-style-type: none"> • Warm Up- Give opinions on chess. 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> • Classroom Presentation Tool • Home School Connection Letter • Student Book p. 29 <ul style="list-style-type: none"> • Classroom Presentation Tool • Audio Tracks 17-20 • Venn Diagram • Workbook p. 24 • Workbook Audio Track 10 • Student Book p. 30 • A world map <ul style="list-style-type: none"> • Classroom Presentation Tool • Workbook p. 25 • Student Book p. 31 <ul style="list-style-type: none"> • Classroom presentation Tool • Audio Track 21
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- **Use the Photo-** Using the title and photo, predict what the text will be about.
- **Listen and Read-** Listen and read the text.
- **Complete the Text-** Identify true/false statements about the text.
- **Pairs-** In pairs, give opinions on the text.
- **Optional Activity-** What would a typical day look like for the main characters?
- **Wrap Up-** Create questions to match the answers.

Lesson 4 Grammar

- **Warm Up-** Review past progressive.
- **Listen and Read-** Read grammar box on simple past and past progressive.
- **Complete the text-** Identify the correct grammar form in the text.
- **Optional Activity-** Match sentence halves using past progressive.
- **Create Sentences-** Create sentences using the past progressive.
- **Wrap Up-** Match the nouns and verbs to use in the past progressive.

Lesson 5 Song

- **Warm Up-** Review key vocabulary.
- **Pairs-** Using photos, discuss what is happening.
- **Listen and act-** Listen to the song and act it out.
- **Listen and Sing-** Students listen and sing along.
- **Optional Activity 1-** Create Dance for this song.
- **Wrap Up-** Match key vocabulary with what is described.

Lesson 6 Writing

- **Warm Up-** Use past progressive to create sentences.
- **Read the Text-** Read the story.
- **Read and Answer-** Use the information from the text to answer comprehension questions.
- **Writing Skill-** Read writing skill box on checking your work.
- **Create-** Use the pictures provided to create a story.
- **Wrap Up-** Identify mistakes in student produced examples.

Lesson 7 Video

- **Warm Up-** Review key vocabulary seen in this unit.
- **Pairs-** Look at the photo and predict what the video will be about.
- **Watch the Video-** Watch the video and answer comprehension questions.
- **Watch and Complete-** Watch the video again and identify true/false statements.

- Workbook p 26 and 29
- Student book p. 32
- a chess set

- Classroom Presentation Tool
- Workbook p. 27
- Workbook Audio Track 11
- Student Book p. 33

- Classroom Presentation Tool
- Audio Tracks 22-24
- Student Book p. 34
- large sheets of paper

- Classroom presentation Tool
- Workbook p. 28
- A soft rubber ball
- Student book p. 35

- Classroom Presentation Tool
- Video 4
- Student Book p. 36
- Worksheet 5.3
- Unit 3 Test

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<ul style="list-style-type: none">● Discuss in pairs- Discuss opinion questions relating to the video.● Optional Activity- Create a voice over for video.● Wrap Up- Match key vocabulary on the board.			
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Small group instruction with letter/sound acquisition
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Visual aids, realia, and manipulatives
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Small group reading instruction using repetitive text with picture support
		Draw and talk aloud to develop writing ideas	Draw to develop writing ideas
		Use of sentence frames to jumpstart writing	

Unit Title: Unit 4 - What's On Your Plate?

Stage 1: Desired Results

Standards & Indicators:

WIDA: Narrate, Inform, Explain, Argue

- **1-The Language for Social and Instructional Purposes**
(ELD-SI.4-12.Narrate, ELD-SI.4-12. Inform, ELD-SI.4-12. Explain, ELD-SI.4-12.Argue)
- **2-The Language of Language Arts**
(ELD-LA.4-5.Narrate. Interpretive, ELD-LA.4-5. Narrate.Expressive, ELD-LA.4-5. Inform. Interpretive, ELD-LA.4-5.Inform.Expressive, ELD-LA.4-5. Argue.Interpretive, ELD-LA.4-5. Argue.Expressive)
- **3-The Language of Mathematics**
(ELD-MA.4-5.Explain.Interpretive, ELD-MA.4-5. Explain. Expressive, ELD-MA.4-5.Argue. Interpretive, ELD-MA.4-5. Argue. Expressive)
- **4-The Language of Science**

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(ELD-SC.4-5. Explain. Interpretive, ELD-SC.4-5. Explain. Expressive, ELD-SC.4-5. Argue. Interpretive, ELD-SC.4-5. Argue. Expressive)

- **5-The Language of Social Studies**

(ELD-SS.4-5. Explain. Interpretive, ELD-SS.4-5. Explain. Expressive, ELD-SS.4-5. Argue. Interpretive, ELD-SS.4-5. Argue. Expressive)

NJSLS Grade 5 English Language Arts

- **L.RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.5.2.** Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- **L.VI.5.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **RL.MF.5.6.** 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).
- **RI.MF.5.6.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **W.AW.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.NW.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.RW.5.7.** Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **SL.PI.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.
- **SL.AS.5.6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

NJSLS Grade 4 Social Studies

- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **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.

NJSLS Visual and Performing Arts

- **1.5.5.Cr2b** - Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
- **1.5.5.Cr2c** - Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
- **1.2.5.Cr1c** - Connect media artwork to personal experiences and the work of others.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.4.5.CI.1:** Use appropriate communication technologies to collaborate with individuals with diverse perspectives

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<p>about a local and/or global climate change issue and deliberate about possible solutions.</p> <ul style="list-style-type: none"> ● 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.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. ● 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology. ● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view. ● 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. 	
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<p>Central Idea / Enduring Understanding:</p> <p>Students will...</p> <ul style="list-style-type: none"> ● Compare and contrast traditional foods ● Discuss the importance of food ● Create a review of a restaurant ● Identify how to eat healthy. 	<p>Essential/Guiding Question:</p> <ul style="list-style-type: none"> ● How does food impact our lives? ● Why do we need to eat healthy foods? ● How is food part of our identity?
<p>Content:</p> <ul style="list-style-type: none"> ● Theme: What's on your plate? ● Language: <ul style="list-style-type: none"> ○ <i>Words</i> <ul style="list-style-type: none"> ▪ butter, cookie, flour, honey, pepper, salt, sugar, yogurt, delicious, fork, knife, prepare, spoon ○ <i>Grammar</i> <ul style="list-style-type: none"> ▪ definite and indefinite articles ▪ relative pronouns: who, that, and where 	<p>Skills (Objectives):</p> <ul style="list-style-type: none"> ● Listening Strategy <ul style="list-style-type: none"> ○ preparing to listen ● Reading Strategy <ul style="list-style-type: none"> ○ Scanning ● Collaboration <ul style="list-style-type: none"> ○ Work in pairs to plan a restaurant ● Communication <ul style="list-style-type: none"> ○ Discuss experiences of eating different food and cooking ● Creativity <ul style="list-style-type: none"> ○ Write questions for a food quiz ● Critical thinking <ul style="list-style-type: none"> ○ Identify adjectives that express positive and negative views

Stage 2: Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> ● Write a restaurant review ● Create questions for a food quiz ● Ask and answer questions about food ● Discuss likes and dislikes of food 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Student Practice Books ● Student Writing Samples ● Final Projects-Writing a restaurant review ● Unit Test ● Oral Presentation of Published Works
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Stage 3: Learning Plan

<p>Learning Opportunities/Strategies:</p> <p>Unit 1 Unit Walkthrough</p> <ul style="list-style-type: none"> ● Thematic Introduction – Introduce key vocabulary words using flashcards ● Use the Photo- Students use key vocabulary to reflect on what is happening in the photo. 	<p>Resources:</p> <ul style="list-style-type: none"> ● Classroom presentation tool ● Student Book p.37 ● Home School Connection letter ● An unhealthy snack ● A healthy snack
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Lesson 1 Words

- **Warm-up-** Students use the picture to identify key vocabulary.
- **Listen and Repeat-** Students listen and repeat key vocabulary.
- **Complete the text-** Students use key vocabulary to complete the text.
- **Listen to the Conversation-** Students listen to conversation to complete comprehension questions.
- **Optional Activity-** Use pictures to review key vocabulary.
- **Pairs-** Students discuss their opinions in pairs.
- **Wrap Up-** Students create a list of possible restaurant items.

Lesson 2 Grammar

- **Warm Up –** Review key vocabulary.
- **Listen and Read-** Read the grammar box on indefinite articles.
- **Complete the text-** Create questions using the indefinite articles.
- **Ask and Answer-** Ask and answer questions with a partner on indefinite articles.
- **Optional Activity-** Students create questions using indefinite articles.
- **Pairs-** Students use indefinite articles to write 3 truths and a lie. Present to your partner.
- **Wrap Up-** Students write what they have eaten and share with a partner.

Lesson 3 Reading

- **Warm Up-** Students write a list of key vocabulary.
- **Pairs-** In pairs, discuss cooking at home.
- **Use the Photo-** Students use photos to discuss using key vocabulary.
- **Listen and Read-** Students listen and read key text.
- **True/False-** Students identify true/false statements relating to text.
- **Read and answer-** Work in pairs to answer opinion questions.
- **Optional Activity-** Write a magazine advertisement for your restaurant.
- **Wrap Up-** Create a postcard with key vocabulary.

Lesson 4 Grammar

- **Warm Up-** Students edit postcards from lesson 3.
- **Listen and Read-** Listen and read the grammar box on relative pronouns.
- **Complete the Text-** Students complete the text using the relative pronouns
- **Pairs-** Ask and answer questions using relative pronouns.

- A world map
- Classroom Presentation Tool
- Audio Tracks 25-26
- Workbook p.30,35
- Workbook Audio Track 12
- Student book p. 38

- Classroom Presentation Tool
- Workbook p.31
- Student book p. 39
- Salt and pepper shakers, a jar of honey, a small bag of flour, a small bag of sugar, a cookie, a small packet of butter, a small empty yogurt container, or play items of these foods, a large cloth, such as tablecloth

- Classroom Presentation Tool
- Audio track 27
- Workbook p 32
- Student book p. 40
- Photos of food

- Classroom Presentation Tool
- Audio Track 28
- Workbook p. 33
- Workbook Audio Track 13
- Student Book p. 13
- Student postcards from lesson 3.

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- **Optional Activity-** Use vocab to create a skit.
- **Create-** Use relative pronouns to create questions for a food quiz.
- **Wrap Up-** Complete phrases in pairs.

Lesson 5 Chant

- **Warm Up-** Review key vocabulary in pairs.
- **Discuss-** In pairs, discuss the photo.
- **Listen and Read-** Read the chant for students to hear. Then give them time to read it on their own.
- **Listen and Chant-** Read the chant together.
- **Optional Activity 1-** Have students use TPR to complete the chant.
- **Optional Activity 2-** Have students rewrite the chant.
- **Wrap Up-** Perform the chant from memory.

- Classroom presentation tool
- Audio Tracks 29-31
- Student Book p. 42

Lesson 6 Writing

- **Warm Up-** Look at examples of reviews.
- **Read the Text-** Read the text and answer comprehension questions.
- **Read and Answer-** Reread key text and use information to answer clarifying questions.
- **Writing Skill-** Read writing box on the skill adjectives.
- **Optional Activity -** Rewrite the text , changing some details, and share with a partner.
- **Review-** Create a review of a restaurant.
- **Wrap Up-** Use the checklist to review your writing.

- Classroom presentation tool
- Spider graphic organizer
- Workbook p. 34
- Student Book p. 43

Lesson 7 Video

- **Warm Up-** Ask questions to identify key vocabulary words.
- **Watch the Video-** Watch the video and identify information discussed in the video.
- **Watch and Complete-** Rewatch the video and complete the comprehension questions.
- **Comprehension-** Circle the correct answer for comprehension.
- **Optional Activity-** Have students match phrases based on the video.
- **Discuss in pairs-** Discuss clarifying and opinion questions related to the video.
- **Wrap Up-** Review key vocabulary from the unit.

- Classroom presentation tool
- Anthology Story 2
- Anthology Teaching Notes 137
- Video 5
- Worksheet 5.4
- Unit 4 Test
- Student book p. 44

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	

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Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Questions with a yes or no oral response
Graphic Organizers	Graphic Organizers	Print-rich environment	Opportunities to listen to and repeat key vocabulary
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Print-rich environment with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Portable word wall with visual cues
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Small group instruction with letter/sound acquisition
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Visual aids, realia, and manipulatives
		Draw and talk aloud to develop writing ideas	Small group reading instruction using repetitive text with picture support
		Use of sentence frames to jumpstart writing	Draw to develop writing ideas

Unit Title: Unit 5 - The Animal Kingdom

Stage 1: Desired Results

Standards & Indicators:

WIDA: Narrate, Inform, Explain, Argue

- **1-The Language for Social and Instructional Purposes**
(ELD-SI.4-12.Narrate, ELD-SI.4-12. Inform, ELD-SI.4-12. Explain, ELD-SI.4-12.Argue)
- **2-The Language of Language Arts**
(ELD-LA.4-5.Narrate. Interpretive, ELD-LA.4-5. Narrate.Expressive, ELD-LA.4-5. Inform. Interpretive, ELD-LA.4-5.Inform.Expressive, ELD-LA.4-5. Argue.Interpretive, ELD-LA.4-5. Argue.Expressive)
- **3-The Language of Mathematics**
(ELD-MA.4-5.Explain.Interpretive, ELD-MA.4-5. Explain. Expressive, ELD-MA.4-5.Argue. Interpretive, ELD-MA.4-5. Argue. Expressive)
- **4-The Language of Science**
(ELD-SC.4-5. Explain. Interpretive, ELD-SC.4-5. Explain. Expressive, ELD-SC.4-5. Argue. Interpretive, ELD-SC.4-5. Argue. Expressive)
- **5-The Language of Social Studies**
(ELD-SS.4-5. Explain. Interpretive, ELD-SS.4-5. Explain. Expressive, ELD-SS.4-5.Argue. Interpretive, ELD-SS.4-5. Argue, Expressive)

NJSLS Grade 5 English Language Arts

- **L.RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.

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- **L.WF.5.2.** Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- **L.VI.5.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **RL.MF.5.6.** 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).
- **RI.MF.5.6.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **W.AW.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.NW.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.RW.5.7.** Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **SL.PI.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.
- **SL.AS.5.6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

NJSLS Grade 4 Social Studies

- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **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.

NJSLS Visual and Performing Arts

- **1.5.5.Cr2b** - Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
- **1.5.5.Cr2c** - Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
- **1.2.5.Cr1c** - Connect media artwork to personal experiences and the work of others.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.4.5.CI.1:** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- **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.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.
- **9.4.5.DC.4:** Model safe, legal, and ethical behavior when using online or offline technology.

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<ul style="list-style-type: none"> ● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view. ● 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. 	
<p><u>Central Idea / Enduring Understanding:</u></p> <p>Students will...</p> <ul style="list-style-type: none"> ● Discuss animals and food chains ● Compare things using comparative and superlative ● Write an animal fact file ● Identify the value of understanding nature 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> ● How do animals impact our lives? ● How do food chains work? ● Why is understanding nature important?
<p><u>Content:</u></p> <ul style="list-style-type: none"> ● Theme: The Animal Kingdom ● Language: <ul style="list-style-type: none"> ○ <i>Words</i> <ul style="list-style-type: none"> ▪ beetle, butterfly, eagle, insect, mammal, mouse/mice, plant, snake, tortoise, wing, adapted, fur, furry, thick, view ○ <i>Grammar</i> <ul style="list-style-type: none"> ▪ comparative and superlative forms of adjectives ▪ too+adjective, enough + noun, adjective+enough 	<p><u>Skills (Objectives):</u></p> <ul style="list-style-type: none"> ● Listening Strategy <ul style="list-style-type: none"> ○ Predict ● Reading Strategy <ul style="list-style-type: none"> ○ Using graphic organizers ● Collaboration <ul style="list-style-type: none"> ○ Work together to make a food chain diagram ● Communication <ul style="list-style-type: none"> ○ Discuss a photo of goats climbing tree and infer why they are there ● Creativity <ul style="list-style-type: none"> ○ Invent reasons for different scenarios ● Critical thinking <ul style="list-style-type: none"> ○ Talk about how animal are adapted to their environment
<h3 style="text-align: center;">Stage 2: Assessment Evidence</h3>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● T-chart ● Comparing animal lifestyles ● Discussing food chains ● Create an animal fact file ● Create a word web of animal features 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Student Practice Books ● Student Writing Samples ● Unit Test ● Final Project –a fact file ● Oral Presentation of Published Works
<h3 style="text-align: center;">Stage 3: Learning Plan</h3>	
<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Unit 1 Unit Walkthrough</u></p> <ul style="list-style-type: none"> ● Thematic Introduction – Introduce key vocabulary. ● Use the Photo- Students use key vocabulary to reflect on what is happening in the photo. <p><u>Lesson 1 Words</u></p> <ul style="list-style-type: none"> ● Warm-up- Introduce key vocabulary. ● Listen and Repeat- Listen and repeat key vocabulary. ● Answer the Questions- Use key vocabulary to complete text. ● Listen to the Conversation- Listen to the conversation and use key vocabulary to complete the sentences. ● Pairs- In pairs, complete a food chain. ● Wrap Up- Write 2 true and 1 false statement on the text. 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● Classroom presentation tool ● Home School Connection Letter ● Student Book p. 49 ● A world map ● Classroom Presentation Tool ● Audio Tracks 33-34 ● Workbook p. 40 ● Workbook Audio Track 17 ● Student Book p. 50

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Lesson 2 Grammar

- **Warm Up** – Review adjectives.
- **Listen and Read**- Read grammar box in comparison.
- **Complete the text**- Use comparative adjectives to complete the text.
- **Optional Activity**- Use comparative adjectives to describe the chart.
- **Think and Ask**- In pairs, create sentences about animals using comparative adjectives.
- **Wrap Up**- Write 1 sentence using adjectives provided.

- Classroom presentation tool
- Workbook p. 41
- Workbook Audio Track 18
- Student Book p. 51

Lesson 3 Reading

- **Warm Up**- Build background using key vocabulary.
- **Use the Photo**- Using the title and photo, predict what the text will be about.
- **Listen and Read**- Listen and read the text.
- **Complete the Text**- Complete the sentences with key vocabulary from the text.
- **Pairs**- In pairs, give opinions on the text.
- **Optional Activity**- Role-play as an interviewer and zoologist.
- **Wrap Up**- Identify true/false statements.

- Classroom presentation tool
- Audio Track 35
- T- Chart
- Workbook p.42,45
- Student Book p 52
- A world map

Lesson 4 Grammar

- **Warm Up**- Review adjectives and nouns.
- **Listen and Read**- Read the grammar box too and enough.
- **Complete the text**- Circle the correct grammar form in the text.
- **Create Sentences**- Create sentences using the grammar form.
- **Optional Activity**- Role-play complaints at a restaurant.
- **Wrap Up**- Complete phrases using grammar form.

- Classroom presentation tool
- Workbook p. 43
- Student book p. 53

Lesson 5 Song

- **Warm Up**- Review key vocabulary.
- **Pairs**- Using photos, give opinions about where you would like to visit.
- **Listen and read**- Listen to the song and read along.
- **Listen and Act**- Listen to the song and act it out.
- **Listen and Sing**- Students listen and sing along.
- **Optional Activity**- Organize song lyrics.
- **Wrap Up**- Create new versions of the song.

- Classroom Presentation Tool
- Audio Tracks 36-39
- Student Book p. 54
- Envelopes

Lesson 6 Writing

- **Warm Up**- Ask yes/ no questions to identify the vocabulary.
- **Read the Text**- Read the text and identify true/false statements.

- Classroom Presentation Tool
- Graphic Organizer- Word Web
- Workbook p. 44
- Student Book p. 55

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- **Optional Activity-** Use sentence stems to create facts.
- **Read and Answer-** Use the information from the text to answer comprehension questions.
- **Writing Skill-** Read writing skill box on measurements.
- **Optional Activity 2-** Look at and describe model texts.
- **Create-** Create an animal fact file.
- **Wrap Up-** Illustrate your fact file.

Lesson 7 Video

- **Warm Up-** Review key vocabulary seen in this unit.
- **Watch the Video-** Watch the video and match the photos seen.
- **Watch and Complete-** Watch the video again and answer comprehension questions.
- **Discuss in pairs-** Discuss opinion questions relating to the video.
- **Optional Activity-** Identify key events from video.
- **Optional Activity 2-** Identify new vocabulary from video.
- **Wrap Up-** Create a quiz based off of the video.

- Classroom Presentation Tool
- Video 6
- Student Book p. 56
- Worksheet 5.5
- Unit 5 Test

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Small group instruction with letter/sound acquisition
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Visual aids, realia, and manipulatives
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Small group reading instruction using repetitive text with picture support
		Draw and talk aloud to develop writing ideas	

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		Use of sentence frames to jumpstart writing	Draw to develop writing ideas
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Unit Title: Unit 6 - Helping the Environment

Stage 1: Desired Results

Standards & Indicators:

WIDA: Narrate, Inform, Explain, Argue

- **1-The Language for Social and Instructional Purposes**
(ELD-SI.4-12.Narrate, ELD-SI.4-12. Inform, ELD-SI.4-12. Explain, ELD-SI.4-12.Argue)
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- **5-The Language of Social Studies**
(ELD-SS.4-5. Explain. Interpretive, ELD-SS.4-5. Explain. Expressive, ELD-SS.4-5.Argue. Interpretive, ELD-SS.4-5. Argue, Expressive)

NJSLS Grade 5 English Language Arts

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

NJSLS Grade 4 Social Studies

- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
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- **1.5.5.Cr2b** - Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
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- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.DC.4:** Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **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.

Central Idea / Enduring Understanding:

Students will...

- Discuss the environment
- Use the past to discuss habits
- Compare the Earth in the past to today
- Create a quiz on the environment
- Identify the value of helping the environment

Essential/Guiding Question:

- How has the environment changed?
- What habits have changed or stayed the same?
- What is the value of helping the environment?

Content:

- **Theme:** Helping the environment
- **Language:**
 - *Words*
 - collect, garbage can, keep, light, plastic, recycle, reuse, throw away, turn off, turn on, land, make sure, plant, take care of
 - *Grammar*
 - Used to for past habits

Skills (Objectives):

- **Listening Strategy**
 - Summarize
- **Reading Strategy**
 - Skimming
- **Collaboration**
 - Work together to remember facts about a text
- **Communication**
 - Discuss each other's past habits

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- Used to: negatives and questions.

- **Creativity**
 - o Write a quiz about the environment
- **Critical thinking**
 - o Relate a written text to personal experiences

Stage 2: Assessment Evidence

Performance Task(s):

- Create a quiz on the environment
- ask and answer questions on the environment
- Discuss past habits
- Compare personal experiences

Other Evidence:

- Student Practice Books
- Student Writing Samples
- Final Projects-Crafting an email
- Unit Test
- Oral Presentation of Published Works

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit 1 Unit Walkthrough

- **Thematic Introduction** – Introduce key vocabulary.
- **Use the Photo**- Students use key vocabulary to reflect on what is happening in the photo.

Lesson 1 Words

- **Warm-up**- Introduce key vocabulary.
- **Listen and Repeat**- Listen and repeat key vocabulary.
- **Listen and Read**- Listen to and read text.
- **Answer the Questions**- Use key vocabulary to answer questions.
- **Optional Activity**- Students brainstorm how to recycle.
- **Listen to the Conversation**- Listen to the conversation and use key vocabulary to complete the sentences.
- **Pairs**- Work in partners to connect the key text to your life.
- **Wrap Up**- Recall key vocabulary.

Lesson 2 Grammar

- **Warm Up** – Review verbs to be in the past tense.
- **Listen and Read**- Read grammar box used *to*.
- **Complete the text**- Use grammar form to complete the text.
- **Optional Activity**- Use grammar form to write 2 sentences about the photos.
- **Complete the Text**-Use grammar form to complete the text.
- **Wrap Up**- Change verbs to match grammar form.

Lesson 3 Reading

- **Warm Up**- Review key vocabulary.
- **Use the Photo**- Using the title and photo, predict what the text will be about.
- **Listen and Read**- Listen and read the text.

Resources:

- Classroom Presentation Tool
- Home School Connection Letter
- Student Book p. 57

- Classroom Presentation Tool
- Audio Tracks 40-41
- Workbook p. 46,51
- Workbook Audio Track 19
- Student Book p. 58
- a plastic shopping bag. plastic water bottle, plastic food wrapper
- a world map

- Classroom Presentation Tool
- Workbook p. 47
- Student Book p. 59

- Classroom presentation Tool
- Audio Track 42
- Workbook p 45
- Student book p. 60

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- **Complete the Text-** Complete comprehension questions on the text.
- **Pairs-** In pairs, give opinions on the text.
- **Optional Activity-** Role-play an interview relating to the text.
- **Wrap Up-** Create questions relating to the text.

Lesson 4 Grammar

- **Warm Up-** Review past grammar forms.
- **Listen and Read-** Read the grammar box used in the negative.
- **Complete the text-** Identify the correct grammar form in the text.
- **Optional Activity-** Match sentence halves using the grammar form.
- **Create Sentences-** Create questions using the grammar form.
- **Pairs-** Ask and answer questions using the grammar form.
- **Wrap Up-** Match the nouns and verbs to use in the past progressive.

Lesson 5 Song

- **Warm Up-** Review key vocabulary.
- **Pairs-** Using photos, discuss what is happening.
- **Listen and read-** Listen to and read the song.
- **Listen and act-** Listen to the song and act it out.
- **Listen and Sing-** Students listen and sing along.
- **Optional Activity 1-** Create a poster for this song.
- **Wrap Up-** Write a postcard home.

Lesson 6 Writing

- **Warm Up-** Review key vocabulary.
- **Read the Text-** Read the text.
- **Read and Answer-** Use the information from the text to answer comprehension questions.
- **Writing Skill-** Read writing skill box on prefixes.
- **Optional Activity-** Create a quiz as a class.
- **Create-** Create more questions for a quiz on the environment.
- **Wrap Up-** Identify more examples of prefixes.

Lesson 7 Video

- **Warm Up-** Review key vocabulary seen in this unit.
- **Watch the Video-** Watch the video and answer comprehension questions.
- **Watch and Complete-** Watch the video again and match words.
- **Comprehension-** Answer comprehension questions on the video.
- **Discuss in pairs-** Discuss opinion questions relating to the video.
- **Optional Activity-** Role-play an interview.

- Classroom Presentation Tool
- Workbook p. 49
- Workbook Audio Track 20
- Student Book p. 61

- Classroom Presentation Tool
- Audio Tracks 43-46
- Student Book p. 62

- Classroom presentation Tool
- Workbook p. 50
- Student book p. 63

- Classroom Presentation Tool
- Video 7
- Student Book p. 64
- Worksheet 5.6
- Unit 6 Test
- Anthology Story 3
- Anthology teaching notes p.138

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<ul style="list-style-type: none"> Wrap Up- Identify key vocabulary from the unit. 			
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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Small group instruction with letter/sound acquisition
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Visual aids, realia, and manipulatives
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Small group reading instruction using repetitive text with picture support
		Draw and talk aloud to develop writing ideas	Draw to develop writing ideas
		Use of sentence frames to jumpstart writing	

Unit Title: Unit 7 - Life in Space

Stage 1: Desired Results

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(ELD-SS.4-5. Explain. Interpretive, ELD-SS.4-5. Explain. Expressive, ELD-SS.4-5.Argue. Interpretive, ELD-SS.4-5. Argue, Expressive)

NJSLS Grade 5 English Language Arts

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- **L.WF.5.2.** Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- **L.VI.5.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **RI.MF.5.6.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.NW.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.NW.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.RW.5.7.** Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **SL.II.5.2.** Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.UM.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.

NJSLS Grade 4 Social Studies

- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **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.

NJSLS Visual and Performing Arts

- **1.5.5.Cr2b** - Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
- **1.5.5.Cr2c** - Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
- **1.2.5.Cr1c** - Connect media artwork to personal experiences and the work of others.
- **1.2.5.Cr1d**- Collaboratively form ideas, plans, and models to prepare for media artwork.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.4.5.CI.1:** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- **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.

Fifth Grade ESL

- **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.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.DC.4:** Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue.
- **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.

Central Idea / Enduring Understanding:

Students will...

- Compare and contrast life on Earth vs. the International Space Station
- Discuss space travel
- Use future tense for predictions.
- Identify the value of giving and sharing

Essential/Guiding Question:

- How is life different in space?
- Why do we travel to space?
- Should humans travel to Mars?
- What will life look like in the future?

Content:

- **Theme:** Life in Space
- **Language:**
 - *Words*
 - astronaut, land, orbit, planet, rocket, solar system, space, spacecraft, take off, float, gravity, muscle, pull, sleeping bag
 - *Grammar*
 - *will* for predictions
 - present progressive for future.

Skills (Objectives):

- **Listening Strategy**
 - preparing to listen
- **Reading Strategy**
 - Scanning
- **Collaboration**
 - Plan a joint schedule for the weekend
- **Communication**
 - Discuss reasons for and against traveling to Mars
- **Creativity**
 - Imagine your life in the future.
- **Critical thinking**
 - Analyze a photo and infer how it was taken.

Stage 2: Assessment Evidence

Performance Task(s):

- Write an informational text on Venus
- Ask and answer questions on space travel
- Discuss the future
- Read and discuss about the International Space Station

Other Evidence:

- Student Practice Books
- Student Writing Samples
- Final Projects-informational text on Venus
- Unit Test
- Oral Presentation of Published Works

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit 1 Unit Walkthrough

- **Thematic Introduction** – Introduce key vocabulary words using flashcards
- **Use the Photo-** Students use key vocabulary to reflect on what is happening in the photo.

Lesson 1 Words

- **Warm-up-** Students use pictures to identify true/false statements with key vocabulary.

Resources:

- Classroom presentation tool
- Student Book p.69
- Home School Connection letter

- Classroom Presentation Tool
- Audio Tracks 50-51

Fifth Grade ESL

- **Listen and Repeat-** Students listen and repeat key vocabulary.
- **Complete the text-** Students use key vocabulary to complete the text.
- **Listen to the Conversation-** Students listen to conversation to complete comprehension questions.
- **Optional Activity-** Orally respond to prompts on the key vocab.
- **Pairs-** Students discuss their opinions in pairs.
- **Wrap Up-** Students write an interesting fact on a notecard about Mars.

Lesson 2 Grammar

- **Warm Up –** Review key vocabulary.
- **Listen and Read-** Read the grammar box on *will* for predictions.
- **Complete the text-** Create questions using the grammar form.
- **Ask and Answer-** Ask and answer questions using the grammar form.
- **Optional Activity-** Students design a poster using the grammar form.
- **Pairs-** Students use the grammar form to discuss future life.
- **Wrap Up-** Students review key vocabulary.

Lesson 3 Reading

- **Warm Up-** Discuss facts on the ISS.
- **Use the Photo-** Students use photo to discuss using key vocabulary.
- **Listen and Read-** Students listen and read key text.
- **Comprehension-** Students complete comprehension questions on text.
- **Optional Activity-** Write a message to your family from the ISS.
- **Pairs-** In pairs, discuss opinion questions based on the text.
- **Wrap Up-** Draw your own time capsule

Lesson 4 Grammar

- **Warm Up-** Recall key facts from lesson 3.
- **Listen and Read-** Listen and read the grammar box on present progressive.
- **Discuss-** Students discuss the text using the grammar form.
- **Complete the Text-** Students complete the text using the grammar form.
- **Optional Activity-** Describe jobs using grammar form.
- **Wrap Up-** Create sentences using grammar form.

Lesson 5 Chant

- **Warm Up-** Review key vocabulary.

- Workbook p.56
- Workbook Audio Track 22
- Student book p. 70
- a small ball
- a larger ball

- Classroom Presentation Tool
- Workbook p.57
- Workbook Audio Track 23
- Student book p. 71

- Classroom Presentation Tool
- Audio track 52
- Workbook p 58,61
- Student book p. 72

- Classroom Presentation Tool
- Workbook p. 59
- Student Book p. 73

- Classroom presentation tool

Fifth Grade ESL

<ul style="list-style-type: none">● Discuss- In pairs, discuss the photo.● Listen and Act - Read the song for students to hear. Then act it out.● Listen and sing- Read the chant together.● Optional Activity 1- Students describe a planet from the solar system.● Wrap Up- Review key vocabulary from song.	<ul style="list-style-type: none">● Audio Tracks 53-55● Student Book p. 74		
<p>Lesson 6 Writing</p> <ul style="list-style-type: none">● Warm Up- Recall key vocabulary.● Read the Text- Read the email and answer comprehension questions.● Optional Activity- Categorize key vocabulary.● Read and Answer- Reread key text and use information to answer clarifying questions.● Writing Skill- Read writing box on the skill checking information.● Create- Create an informational text on a planet.● Wrap Up- Edit a classmate's text.	<ul style="list-style-type: none">● Classroom presentation tool● Workbook p. 60● Student Book p. 75		
<p>Lesson 7 Video</p> <ul style="list-style-type: none">● Warm Up- Ask questions to identify key vocabulary words.● Predict- Using title and photo, predict what the video will be about.● Watch the Video- Watch the video and identify information discussed in the video.● Watch and Complete- Rewatch the video and complete the comprehension questions.● Optional Activity- Have students create statements in relation to the video.● Discuss in pairs- Discuss clarifying and opinion questions related to the video.● Wrap Up- Recall key information from the unit.	<ul style="list-style-type: none">● Classroom presentation tool● Video 9● Worksheet 5.7● Unit 7 Test● Student book p. 76		
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary		

Fifth Grade ESL

Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation Guided and independent practice with the writing process	Small group instruction and partner work with key and abstract vocabulary Teacher support with directions Visual aids, realia, and manipulatives Draw and talk aloud to develop writing ideas Use of sentence frames to jumpstart writing	Small group instruction with letter/sound acquisition Visual aids, realia, and manipulatives Small group reading instruction using repetitive text with picture support Draw to develop writing ideas
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Unit Title: Unit 8 - Come to the Show!

Stage 1: Desired Results

Standards & Indicators:

WIDA: Narrate, Inform, Explain, Argue

- **1-**The Language for Social and Instructional Purposes
(ELD-SI.4-12.Narrate, ELD-SI.4-12. Inform, ELD-SI.4-12. Explain, ELD-SI.4-12.Argue)
- **2-**The Language of Language Arts
(ELD-LA.4-5.Narrate. Interpretive, ELD-LA.4-5. Narrate.Expressive, ELD-LA.4-5. Inform. Interpretive, ELD-LA.4-5.Inform.Expressive, ELD-LA.4-5. Argue.Interpretive, ELD-LA.4-5. Argue.Expressive)
- **3-**The Language of Mathematics
(ELD-MA.4-5.Explain.Interpretive, ELD-MA.4-5. Explain. Expressive, ELD-MA.4-5.Argue. Interpretive, ELD-MA.4-5. Argue. Expressive)
- **4-**The Language of Science
(ELD-SC.4-5. Explain. Interpretive, ELD-SC.4-5. Explain. Expressive, ELD-SC.4-5. Argue. Interpretive, ELD-SC.4-5. Argue. Expressive)
- **5-**The Language of Social Studies
(ELD-SS.4-5. Explain. Interpretive, ELD-SS.4-5. Explain. Expressive, ELD-SS.4-5.Argue. Interpretive, ELD-SS.4-5. Argue, Expressive)

NJSLS Grade 5 English Language Arts

- **L.RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.5.2.** Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
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- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

Fifth Grade ESL

- **RI.MF.5.6.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
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NJSLS Grade 4 Social Studies

- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
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- **1.5.5.Cr2b** - Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
- **1.5.5.Cr2c** - Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
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NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.4.5.CI.1:** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- **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.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.
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- **9.4.5.IML.7:** Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

Central Idea / Enduring Understanding:

Students will...

- Discuss shows and performances
- Compare different ways to perform
- Write a short script about a trip

Essential/Guiding Question:

- Why do people perform?
- How do we talk about the future?

Fifth Grade ESL

<ul style="list-style-type: none"> identify the value of working together 	<ul style="list-style-type: none"> What is a prediction and how can we make one? How do performance relate to culture?
<p>Content:</p> <ul style="list-style-type: none"> Theme: Come to the Show! Language: <ul style="list-style-type: none"> <i>Words</i> <ul style="list-style-type: none"> act, audience, end, fairy tale, get married, king, queen, stage, theater, traditional, acrobatics, hoop, lives, perform, problem <i>Grammar</i> <ul style="list-style-type: none"> Be going to + verb for future plans Be going to + verb for predictions 	<p>Skills (Objectives):</p> <ul style="list-style-type: none"> Listening Strategy <ul style="list-style-type: none"> Listening for cues Reading Strategy <ul style="list-style-type: none"> Personalize before reading Collaboration <ul style="list-style-type: none"> Plan an itinerary for a pen pal from another country Communication <ul style="list-style-type: none"> Tell a traditional story from your country Creativity <ul style="list-style-type: none"> Write a short script about a trip Critical thinking <ul style="list-style-type: none"> Predict outcomes based on evidence

Stage 2: Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> Compare types of performances Ask and answer questions about different performers Flow chart Discuss how performances impact our culture Write a summary of a traditional story Create a program of activities for a circus 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Student Practice Books Student Writing Samples Unit Test Final Project –a script about a trip Oral Presentation of Published Works
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Stage 3: Learning Plan

<p>Learning Opportunities/Strategies:</p> <p>Unit 1 Unit Walkthrough</p> <ul style="list-style-type: none"> Thematic Introduction – Introduce key vocabulary. Use the Photo- Students use key vocabulary to reflect on what is happening in the photo. <p>Lesson 1 Words</p> <ul style="list-style-type: none"> Warm-up- Introduce key vocabulary. Listen and Repeat- Listen and repeat key vocabulary. Answer the Questions- Complete the text using key vocabulary. Listen to the Conversation- Listen to the conversation and use key vocabulary to complete the sentences. Optional Activity- In pairs, imagine you have just seen the puppet show. Discuss what happened and any Pairs- Create questions to ask main characters from the conversation. Wrap Up- Write a summary of the traditional stories. <p>Lesson 2 Grammar</p> <ul style="list-style-type: none"> Warm Up – Review key vocabulary from lesson 1. Listen and Read- Read grammar box on <i>be going to</i> for future plans. 	<p>Resources:</p> <ul style="list-style-type: none"> Classroom presentation tool Home School Connection Letter Student Book p. 77 <ul style="list-style-type: none"> Classroom Presentation Tool Audio Tracks 56-57 Workbook p. 62 Workbook Audio Track 24 Student Book p. 78 a hand puppet <ul style="list-style-type: none"> Classroom presentation tool Audio Track 58 Workbook p. 63
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Fifth Grade ESL

- **Complete the text-** Listen to the conversation and use the grammar form to complete comprehension questions.
- **Check for Understanding-** In pairs, check responses to previous activity.
- **Optional Activity-** Use grammar form to hypothesize what you would do on a trip to Hanoi.
- **Pairs-** Imagine you are writing to a pen pal in another country. Write plans for the future.
- **Wrap Up-** Write 1 sentence predicting what you will do tomorrow.

Lesson 3 Reading

- **Warm Up-** Brainstorm nouns, adjectives, and verbs related to the circus.
- **Use the Photo-** Using the title and photo, predict what the text will be about.
- **Listen and Read-** Listen and read the text.
- **Read and Answer-** Complete comprehension questions related to the text.
- **Pairs-** In pairs, give opinions on the circus.
- **Optional Activity-** Create a newspaper advertisement for the circus.
- **Wrap Up-** Create a program of events for a circus.

Lesson 4 Grammar

- **Warm Up-** Review making predictions.
- **Listen and Read-** Read grammar box on *be going to* for predictions.
- **Complete the text-** Use pictures to create sentences using the grammar form.
- **Optional Activity-** Use pictures to create sentences using the grammar form.
- **Create Sentences-** Make predictions using the grammar form.
- **Wrap Up-** Identify the difference between a prediction and a plan.

Lesson 5 Song

- **Warm Up-** Review key vocabulary.
- **Pairs-** Using photo, identify adjectives to describe the photo.
- **Listen and Act-** Listen to and act out the song.
- **Optional Activity-** Complete the missing words of the chant.
- **Listen and Chant-** Students listen and chant along.
- **Wrap Up-** Have a circus parade.

Lesson 6 Writing

- **Warm Up-** Ask yes/ no questions to identify the vocabulary.
- **Read the Text-** Read the script.

- Student Book p. 79

- Classroom presentation tool
- Audio Track 59
- Workbook p.64 and 67
- Student Book p 80
- a large piece of paper

- Classroom presentation tool
- Workbook p. 65
- Audio Track 25
- Student book p. 81
- a very full plastic cup of water

- Classroom Presentation Tool
- Audio Tracks 60-62
- Student Book p. 82
- the large piece of paper with circus vocabulary
- chant lyrics with missing words.

- Classroom Presentation Tool
- Workbook p. 66
- Student Book p. 83
- four small pieces of paper

Fifth Grade ESL

- **Read and Answer-** Use the information from the text to answer comprehension questions.
- **Optional Activity-** Act out the play script.
- **Writing Skill-** Read writing skill box on adverbs of manner.
- **Create-** Create a script for a play.
- **Wrap Up-** Review adverbs by acting them out.

Lesson 7 Video

- **Warm Up-** Review key vocabulary seen in this unit.
- **Watch the Video-** Watch the video and match the photos seen.
- **Watch and Complete-** Watch the video again and use key vocabulary to complete the sentences.
- **Comprehension-** Use word box to answer comprehension questions.
- **Optional Activity-** Create a poster for the show we have discussed.
- **Discuss in pairs-** Discuss opinion questions relating to the video.
- **Wrap Up-** Identify true/ false statements on the video.

- a coat
- a pair of glasses
- a bag

- Classroom Presentation Tool
- Video 10
- Student Book p. 84
- Anthology Story 4
- Anthology Teaching Notes p 139
- Worksheet 5.8
- Unit 8 Test

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Small group instruction with letter/sound acquisition
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Visual aids, realia, and manipulatives
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Small group reading instruction using repetitive text with picture support
		Draw and talk aloud to develop writing ideas	

Fifth Grade ESL

		Use of sentence frames to jumpstart writing	Draw to develop writing ideas
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Unit Title: Unit 9 - The World Outside

Stage 1: Desired Results

Standards & Indicators:

WIDA: Narrate, Inform, Explain, Argue

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- **3-The Language of Mathematics**
(ELD-MA.4-5.Explain.Interpretive, ELD-MA.4-5. Explain. Expressive, ELD-MA.4-5.Argue. Interpretive, ELD-MA.4-5. Argue. Expressive)
- **4-The Language of Science**
(ELD-SC.4-5. Explain. Interpretive, ELD-SC.4-5. Explain. Expressive, ELD-SC.4-5. Argue. Interpretive, ELD-SC.4-5. Argue. Expressive)
- **5-The Language of Social Studies**
(ELD-SS.4-5. Explain. Interpretive, ELD-SS.4-5. Explain. Expressive, ELD-SS.4-5.Argue. Interpretive, ELD-SS.4-5. Argue, Expressive)

NJSLS Grade 5 English Language Arts

- **L.RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
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Fifth Grade ESL

NJSLS Grade 4 Social Studies

- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
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- **1.5.5.Cr2b** - Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
- **1.5.5.Cr2c** - Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
- **1.2.5.Cr1c** - Connect media artwork to personal experiences and the work of others.
- **1.2.5.Cr1d** - Collaboratively form ideas, plans, and models to prepare for media artwork.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.4.5.CI.1:** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- **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.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.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.DC.4:** Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue.
- **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.

Central Idea / Enduring Understanding:

Students will...

- Discuss exploring outdoors
- Use the first conditional to ask questions
- Create a report about a place you have visited
- Identify the value of being active

Essential/Guiding Question:

- Why do we explore the outdoors?
- What can be found outdoors?
- How can we share our journey with others?
- Why should we be active?

Content:

- **Theme:** The World Outside
- **Language:**
 - *Words*
 - flashlight, hill, pond, skis, sled, snowboard, stay, stone, stream, become gas, experiment, happen, rise
 - *Grammar*
 - Possibilities in the future with the first conditional
 - Asking questions in the first conditional

Skills (Objectives):

- **Listening Strategy**
 - Identify change of topic
- **Reading Strategy**
 - Sequencing
- **Collaboration**
 - Work together to choose a national park to visit
- **Communication**
 - Discuss personal experiences of science experiments
- **Creativity**
 - Write a report about a recent trip

Fifth Grade ESL

	<ul style="list-style-type: none"> • Critical thinking <ul style="list-style-type: none"> o Consider the possible consequences of different action
Stage 2: Assessment Evidence	
<u>Performance Task(s):</u> <ul style="list-style-type: none"> • Discuss what is found outdoors and why we would want to see it in person • Ask and answer questions about outdoors • Use the first conditional in questions and possibilities • Identify activities done outdoors 	<u>Other Evidence:</u> <ul style="list-style-type: none"> • Student Practice Books • Student Writing Samples • Final Projects-a report on somewhere traveled • Unit Test • Oral Presentation of Published Works
Stage 3: Learning Plan	
<u>Learning Opportunities/Strategies:</u> <u>Unit 1 Unit Walkthrough</u> <ul style="list-style-type: none"> • Thematic Introduction – Introduce key vocabulary. • Use the Photo- Students use key vocabulary to reflect on what is happening in the photo. <u>Lesson 1 Words</u> <ul style="list-style-type: none"> • Warm-up- Use pictures to introduce key vocabulary words. • Listen and Repeat- Listen and repeat key vocabulary. • Optional Activity- Students draw pictures to represent key vocabulary. • Answer the Questions- Use key vocabulary to complete the text. • Listen to the Conversation- Listen to the conversation and use key vocabulary to complete the sentences. • Pairs- Discuss opinions related to key vocabulary. • Wrap Up- Recall key vocabulary. <u>Lesson 2 Grammar</u> <ul style="list-style-type: none"> • Warm Up – Recall key vocabulary from lesson 1. • Listen and Read- Read grammar box on the first conditional. • Complete the text- Use first conditional to complete the text. • Complete the Text- Use first conditional to complete the text. • Optional Activity- Role play a conversation between 2 friends in first conditional. • Pairs- Work in pairs to complete conditional phrases. • Wrap Up- Play a consequence chain game. <u>Lesson 3 Reading</u> <ul style="list-style-type: none"> • Warm Up- Make predictions using key vocab. • Use the Photo- Using the title and photo, predict what the text will be about. • Listen and Read- Listen and read the text. 	<u>Resources:</u> <ul style="list-style-type: none"> • Classroom Presentation Tool • Home School Connection Letter • Student Book p. 89 • A world map <ul style="list-style-type: none"> • Classroom Presentation Tool • Audio Tracks 64-65 • Workbook p. 72 • Workbook Audio Track 29 • Student Book p. 90 <ul style="list-style-type: none"> • Classroom Presentation Tool • Workbook p. 73 • Student Book p. 91 <ul style="list-style-type: none"> • Classroom presentation Tool • Audio Track 66 • Workbook p 74 • Student book p. 92 • Two balloons

Fifth Grade ESL

- **Read and Sequence-** Reread the text and place the pictures in order.
- **Optional Activity-** Complete science experiment with students.
- **Pairs-** In pairs, give opinions on the text.
- **Wrap Up-** Recall each step of the science experiment.

Lesson 4 Grammar

- **Warm Up-** Review first conditional.
- **Listen and Read-** Read grammar box on first conditional questions.
- **Complete the text-** Identify the correct grammar form in the text.
- **Create Questions-** Create sentences using the past progressive.
- **Optional Activity-** Match sentence halves using past progressive.
- **Questions-** Match phrases to create questions in the first conditional.
- **Wrap Up-** Identify correct and incorrect uses of the grammar form.

Lesson 5 Song

- **Warm Up-** Review key vocabulary.
- **Pairs-** Using photo, discuss what is happening.
- **Listen and Read-** Listen to and read the song.
- **Optional Activity -** Create rhyming couplets for the song.
- **Listen and act-** Listen to the song and act it out.
- **Listen and Sing-** Students listen and sing along.
- **Wrap Up-** Sing the song in a call and response fashion.

Lesson 6 Writing

- **Warm Up-** Rearrange sentences to create a paragraph.
- **Read the Text-** Read the report.
- **Read and Answer-** Use the information from the text to answer comprehension questions.
- **Optional Activity-** Place events in order from the text.
- **Writing Skill-** Read writing skill box on reference words.
- **Create-** Write a report about a trip you have taken.
- **Wrap Up-** Read a partner's report and check that all parts are included.

Lesson 7 Video

- **Warm Up-** Review key vocabulary seen in this unit.
- **Pairs-** Look at the photo and predict what the video will be about.

- 15 thumb tacks
- A large bowl, water, a tall glass, salt, plastic wrap, rubber band, a stone

- Classroom Presentation Tool
- Workbook p. 75
- Workbook Audio Track 30-31
- Student Book p. 93

- Classroom Presentation Tool
- Audio Tracks 67-70
- Workbook p. 77
- Student Book p. 94

- Classroom presentation Tool
- Workbook p. 76
- Student book p. 95
- A copy of the School Trip text

- Classroom Presentation Tool
- Video 11
- Student Book p. 96
- Worksheet 5.9

Fifth Grade ESL

<ul style="list-style-type: none"> ● Watch the Video- Watch the video and match correct phrases. ● Watch and Complete- Watch the video again and complete comprehension questions. ● Optional Activity- Create a narration for the video. ● Discuss in pairs- Discuss opinion questions relating to the video. ● Wrap Up- Match key vocabulary on the board. 	<ul style="list-style-type: none"> ● Unit 9 Test ● An example of a photo taken.
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Portable word wall with letter/sound acquisition
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Visual aids, realia, and manipulatives
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Small group reading instruction using repetitive text with picture support
		Draw and talk aloud to develop writing ideas	Draw to develop writing ideas
		Use of sentence frames to jumpstart writing	

Unit Title: Unit 10 - Help!

Stage 1: Desired Results

Standards & Indicators:

WIDA: Narrate, Inform, Explain, Argue

- **1-The Language for Social and Instructional Purposes**
(ELD-SI.4-12.Narrate, ELD-SI.4-12. Inform, ELD-SI.4-12. Explain, ELD-SI.4-12.Argue)
- **2-The Language of Language Arts**
(ELD-LA.4-5.Narrate. Interpretive, ELD-LA.4-5. Narrate.Expressive, ELD-LA.4-5. Inform. Interpretive, ELD-LA.4-5.Inform.Expressive, ELD-LA.4-5. Argue.Interpretive, ELD-LA.4-5. Argue.Expressive)
- **3-The Language of Mathematics**

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(ELD-MA.4-5.Explain.Interpretive, ELD-MA.4-5. Explain. Expressive, ELD-MA.4-5.Argue. Interpretive, ELD-MA.4-5. Argue. Expressive)

- **4-The Language of Science**
(ELD-SC.4-5. Explain. Interpretive, ELD-SC.4-5. Explain. Expressive, ELD-SC.4-5. Argue. Interpretive, ELD-SC.4-5. Argue. Expressive)
- **5-The Language of Social Studies**
(ELD-SS.4-5. Explain. Interpretive, ELD-SS.4-5. Explain. Expressive, ELD-SS.4-5.Argue. Interpretive, ELD-SS.4-5. Argue, Expressive)

NJSLS Grade 5 English Language Arts

- **L.RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.5.2.** Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- **L.VI.5.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **RL.MF.5.6.** 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).
- **RI.MF.5.6.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **W.AW.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.NW.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.RW.5.7.** Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **SL.PI.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.
- **SL.AS.5.6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

NJSLS Grade 4 Social Studies

- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **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.

NJSLS Visual and Performing Arts

- **1.5.5.Cr2b** - Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
- **1.5.5.Cr2c** - Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
- **1.2.5.Cr1c** - Connect media artwork to personal experiences and the work of others.

Fifth Grade ESL

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.4.5.CI.1:** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- **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.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.
- **9.4.5.DC.4:** Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **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.

Central Idea / Enduring Understanding:

Students will...

- Discuss safety and how to maintain safety
- ask and answer questions about safety at work and school
- Discuss possibilities and obligations in the present and past
- Create a newspaper article
- Identify the value of staying safe

Essential/Guiding Question:

- What is safety?
- How can safety be maintained?
- Where is safety challenged?
- How does safety impact our lives?
- What can be done if help is needed?

Content:

- **Theme:** Help!
- **Language:**
 - *Words*
 - bandage, Band-Aid, break, compass, cut, fall down, first aid kit, fog, foggy, mountain rescue team, storm, whistle, ambulance, death, patient
 - *Grammar*
 - may, might, and could for possibilities
 - Has/have to and don't have to for obligation in the present
 - Had to and didn't have to for obligation in the past

Skills (Objectives):

- **Listening Strategy**
 - Extend
- **Reading Strategy**
 - Taking notes
- **Collaboration**
 - Discuss how to help people in their own country
- **Communication**
 - Compare advice for staying safe in the mountains
- **Creativity**
 - Write a newspaper story
- **Critical thinking**
 - Make deductions about photos

Stage 2: Assessment Evidence

Performance Task(s):

- Discuss what safety is and how you can be safe
- Create a newspaper article
- Ask and answer questions about safety
- Give advice on how to be safe.

Other Evidence:

- Student Practice Books
- Student Writing Samples
- Final Projects-Write a newspaper article
- Unit Test
- Oral Presentation of Published Works

Fifth Grade ESL

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit 1 Unit Walkthrough

- **Thematic Introduction** – Introduce key vocabulary words using flashcards
- **Use the Photo**- Students use key vocabulary to reflect on what is happening in the photo.

Lesson 1 Words

- **Warm-up**- Students use the picture to identify key vocabulary.
- **Listen and Repeat**- Students listen and repeat key vocabulary.
- **Listen and Read**- Listen and read the text.
- **Complete the text**- Students use key vocabulary to complete the text.
- **Listen and Answer**- Students listen to a report and answer comprehension questions.
- **Optional Activity**- Create a presentation on mountain safety.
- **Pairs**- Students discuss their opinions in pairs.
- **Wrap Up**- Recall mountain safety tips.

Lesson 2 Grammar

- **Warm Up** – Review key vocabulary.
- **Listen and Read**- Read the grammar box on possibilities.
- **Complete the text**- Complete the text using the grammar form.
- **Optional Activity**- Use scenarios to discuss using the grammar form.
- **Ask and Answer**- Use pictures to ask and answer questions using the grammar form.
- **Wrap Up**- Students write sentences predicting what will happen tomorrow.

Lesson 3 Reading

- **Warm Up**- Students write a list of key vocabulary.
- **Pairs**- In pairs, use the image and title to predict what will be covered today.
- **Listen and Read**- Students listen and read text.
- **True/False**- Students identify true/false statements relating to text.
- **Read and answer**- Work in pairs to answer opinion questions.
- **Optional Activity**- Create a poster showing how to help people.
- **Wrap Up**- Recall key information from text.

Lesson 4 Grammar

- **Warm Up**- Students review *have to* in the affirmative.

Resources:

- Classroom presentation tool
- Student Book p.97
- Home School Connection letter
- a world map

- Classroom Presentation Tool
- Audio Tracks 71-73
- Workbook p.78,83
- Workbook Audio Track 32
- Student book p. 98
- a backpack
- a world map

- Classroom Presentation Tool
- Workbook p.79
- Student book p. 99
- index cards

- Classroom Presentation Tool
- Audio track 74
- Workbook p 80
- Student book p. 100

- Classroom Presentation Tool
- Workbook Audio Track 33

Fifth Grade ESL

- **Listen and Read-** Listen and read the grammar box on *have to* and *don't have to*.
- **Complete the Text-** Students complete the text using the grammar form.
- **Optional Activity-** Role-play an interview.
- **Pairs-** Ask and answer questions using relative pronouns.
- **Create-** Create sentences using the grammar form.
- **Pairs-** In pairs, answer questions about your own life.
- **Wrap Up-** Complete phrases in pairs.

Lesson 5 Chant

- **Warm Up-** Review key vocabulary in pairs.
- **Discuss-** In pairs, discuss the photo.
- **Listen and Read-** Students listen to and read the song.
- **Listen and Act-** Students listen to and act out the song.
- **Listen and Sing-** Sing the song together.
- **Optional Activity 1-** Play 4 corners with the items about each city.
- **Wrap Up-** Write 2 sentences from the POV of a paramedic on a different ambulance.

Lesson 6 Writing

- **Warm Up-** Look at examples of newspapers.
- **Read the Text-** Read the text and answer comprehension questions.
- **Optional Activity -** Create a news broadcast.
- **Read and Answer-** Reread key text and use information to answer clarifying questions.
- **Writing Skill-** Read writing box on linking words.
- **Create-** Create a newspaper article about your school.
- **Wrap Up-** Share your newspaper articles with the class.

Lesson 7 Video

- **Warm Up-** Ask questions to identify key vocabulary words.
- **Discuss-** Discuss what is happening in the photo and how it relates to our unit.
- **Watch the Video-** Watch the video and identify information discussed in the video.
- **Watch and Complete-** Rewatch the video and complete the True/False questions.
- **Discuss in pairs-** Discuss clarifying and opinion questions related to the video.
- **Optional Activity-** Design a fire safety poster.
- **Wrap Up-** Review key vocabulary from unit.

- Workbook p. 81

- Classroom presentation tool
- Audio Tracks 75-78
- Student Book p. 102
- a world map, poster paper

- Classroom presentation tool
- Workbook p. 82
- Student Book p. 103
- English language newspaper
- TV news music

- Classroom presentation tool
- Anthology Story 5
- Anthology Teaching Notes 140
- Video 12
- Worksheet 5.10
- Unit 10 Test
- Student book p. 104

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

Fifth Grade ESL

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
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Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Small group instruction with letter/sound acquisition
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	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Small group reading instruction using repetitive text with picture support
		Draw and talk aloud to develop writing ideas	Draw to develop writing ideas
		Use of sentence frames to jumpstart writing	

Unit Title: Unit 11 - How is it Made?

Stage 1: Desired Results

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(ELD-MA.4-5.Explain.Interpretive, ELD-MA.4-5. Explain. Expressive, ELD-MA.4-5.Argue. Interpretive, ELD-MA.4-5. Argue. Expressive)
- **4-The Language of Science**
(ELD-SC.4-5. Explain. Interpretive, ELD-SC.4-5. Explain. Expressive, ELD-SC.4-5. Argue. Interpretive, ELD-SC.4-5. Argue. Expressive)
- **5-The Language of Social Studies**
(ELD-SS.4-5. Explain. Interpretive, ELD-SS.4-5. Explain. Expressive, ELD-SS.4-5.Argue. Interpretive, ELD-SS.4-5. Argue, Expressive)

NJSLS Grade 5 English Language Arts

Fifth Grade ESL

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NJSLS Grade 4 Social Studies

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NJSLS Career Readiness, Life Literacies, and Key Skills

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- **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.

Fifth Grade ESL

<ul style="list-style-type: none"> ● 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. ● 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology. ● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view. ● 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. 	
<p><u>Central Idea / Enduring Understanding:</u></p> <p>Students will...</p> <ul style="list-style-type: none"> ● Discuss processes and materials ● Identify how items are made ● Ask and answer questions about processes ● Describe how processes are done using the simple present passive affirmative ● Write a description of a favorite possession ● Identify the value of thinking about where things come from. 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> ● How are items made? ● Why do we need to know the process of creating products? ● How can I describe and explain the process? ● What material is this made of?
<p><u>Content:</u></p> <ul style="list-style-type: none"> ● Theme: How is it Made? ● Language: <ul style="list-style-type: none"> ○ <i>Words</i> <ul style="list-style-type: none"> ▪ burn, cardboard box, cool, glass jar, heat, look like, metal pan, mix, pour, wooden spoons, jewel, natural, pearl, rare ○ <i>Grammar</i> <ul style="list-style-type: none"> ▪ Simple present passive affirmative ▪ Simple present passive questions and negative 	<p><u>Skills (Objectives):</u></p> <ul style="list-style-type: none"> ● Listening Strategy <ul style="list-style-type: none"> ○ Assessing Understanding ● Reading Strategy <ul style="list-style-type: none"> ○ Guessing words from context ● Collaboration <ul style="list-style-type: none"> ○ Work in groups to plan actions for the chant ● Communication <ul style="list-style-type: none"> ○ Talk about candy ● Creativity <ul style="list-style-type: none"> ○ Describe a personal possession ● Critical thinking <ul style="list-style-type: none"> ○ Identify how things are made and where they came from
<h3 style="text-align: center;">Stage 2: Assessment Evidence</h3>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Compare different processes ● Ask and answer questions about the creative process ● Create a description of an important item ● Discuss how things are made and why it is important to our lives 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Student Practice Books ● Student Writing Samples ● Unit Test ● Final Project –a description of an item ● Oral Presentation of Published Works
<h3 style="text-align: center;">Stage 3: Learning Plan</h3>	
<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Unit 1 Unit Walkthrough</u></p> <ul style="list-style-type: none"> ● Thematic Introduction – Introduce key vocabulary. ● Use the Photo- Students use key vocabulary to reflect on what is happening in the photo. <p><u>Lesson 1 Words</u></p> <ul style="list-style-type: none"> ● Warm-up- Introduce key vocabulary. ● Listen and Repeat- Listen and repeat key vocabulary. 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● Classroom presentation tool ● Home School Connection Letter ● Student Book p. 109 <ul style="list-style-type: none"> ● Classroom Presentation Tool ● Audio Tracks 81-82 ● Workbook p. 88 ● Workbook Audio Track 36

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- **Optional Activity-** Write instructions of how to cook noodles.
- **Answer the Questions-** Use key vocabulary to complete text.
- **Pairs-** In pairs, relate key vocab to your life.
- **Wrap Up-** Identify items made from different materials.

Lesson 2 Grammar

- **Warm Up –** Recall the process of making candy.
- **Listen and Read-** Read grammar box on simple present passive.
- **Create sentences-** Create sentences using sentence frames and simple present passive tense.
- **Optional Activity-** Invent a candy and describe the process of creating it.
- **Edit Sentences-** Edit these sentences into the simple present passive tense.
- **Pairs-** In pairs, create sentences about animals using comparative adjectives.
- **Wrap Up-** Use simple present passive tense to explain a favorite food dish.

Lesson 3 Reading

- **Warm Up-** Build background using key vocabulary.
- **Use the Photo-** Using the title and photo, predict what the text will be about.
- **Listen and Read-** Listen and read the text.
- **Complete the Text-** Answer comprehension questions on the text.
- **Pairs-** In pairs, give opinions on the text.
- **Optional Activity-** Write a *How to Farm a Pearl* fact sheet.
- **Wrap Up-** Recall the steps of pearl farming.

Lesson 4 Grammar

- **Warm Up-** Review simple present passive tense.
- **Listen and Read-** Read grammar box on simple present passive: questions and negatives.
- **Create Questions-** Create questions using the grammar form.
- **Optional Activity-** Create questions about previous units using the simple present passive.
- **Edit-** Edit sentences from previous activity to be true.
- **Respond-** Answer questions created in the previous activities.
- **Wrap Up-** Create questions in the simple present passive based off of answers.

Lesson 5 Song

- **Warm Up-** Review key vocabulary.
- **Pairs-** Using photo, brainstorm how these items are made.

- Student Book p. 110

- Classroom presentation tool
- Workbook p. 89
- Workbook Audio Track 37
- Student Book p. 111

- Classroom presentation tool
- Audio Track 83
- Workbook p.90
- Student Book p 112
- A world map

- Classroom presentation tool
- Workbook p. 91
- Student book p. 113

- Classroom Presentation Tool
- Audio Tracks 84-86
- Student Book p. 114

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- **Listen and read-** Listen to the song and read along.
- **Listen and Chant-** Listen to the song and chant
- **Optional Activity-** Create actions to match the chant.
- **Wrap Up-** Recall chant from memory.

Lesson 6 Writing

- **Warm Up-** Play memory chain to generate writing ideas.
- **Read the Text-** Read the text on possessions.
- **Read and Answer-** Use the information from the text to answer comprehension questions.
- **Optional Activity -** Use descriptions to identify key vocabulary from the text.
- **Writing Skill-** Read writing skill box on adjective order.
- **Create-** Create a description of your favorite possession.
- **Wrap Up-** Share your description with your classmates.

Lesson 7 Video

- **Warm Up-** Review key vocabulary seen in this unit.
- **Pairs-** Use the photo to discuss how mochi is made.
- **Watch the Video-** Watch the video and place steps in order.
- **Watch and Complete-** Watch the video again and complete the sentences with key vocabulary words.
- **Optional Activity-** Create a voiceover for the video.
- **Discuss in pairs-** Discuss opinion questions relating to the video.
- **Wrap Up-** Recall information from the unit.

- Workbook p. 93
- A world map, 5 objects
- Typed copies of the chant

- Classroom Presentation Tool
- Graphic Organizer- Spider map
- Workbook p. 92
- Student Book p. 115

- Classroom Presentation Tool
- Video 14
- Student Book p. 116
- Worksheet 5.11
- Unit 5 Test

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	
Develop confidence with the writing process			

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	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Small group instruction with letter/sound acquisition
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Visual aids, realia, and manipulatives
		Draw and talk aloud to develop writing ideas	Small group reading instruction using repetitive text with picture support
		Use of sentence frames to jumpstart writing	Draw to develop writing ideas

Unit Title: Unit 12 - Discoveries

Stage 1: Desired Results

Standards & Indicators:

WIDA: Narrate, Inform, Explain, Argue

- **1-The Language for Social and Instructional Purposes**
(ELD-SI.4-12.Narrate, ELD-SI.4-12. Inform, ELD-SI.4-12. Explain, ELD-SI.4-12.Argue)
- **2-The Language of Language Arts**
(ELD-LA.4-5.Narrate. Interpretive, ELD-LA.4-5. Narrate.Expressive, ELD-LA.4-5. Inform. Interpretive, ELD-LA.4-5.Inform.Expressive, ELD-LA.4-5. Argue.Interpretive, ELD-LA.4-5. Argue.Expressive)
- **3-The Language of Mathematics**
(ELD-MA.4-5.Explain.Interpretive, ELD-MA.4-5. Explain. Expressive, ELD-MA.4-5.Argue. Interpretive, ELD-MA.4-5. Argue. Expressive)
- **4-The Language of Science**
(ELD-SC.4-5. Explain. Interpretive, ELD-SC.4-5. Explain. Expressive, ELD-SC.4-5. Argue. Interpretive, ELD-SC.4-5. Argue. Expressive)
- **5-The Language of Social Studies**
(ELD-SS.4-5. Explain. Interpretive, ELD-SS.4-5. Explain. Expressive, ELD-SS.4-5.Argue. Interpretive, ELD-SS.4-5. Argue, Expressive)

NJSLS Grade 5 English Language Arts

- **L.RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.5.2.** Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- **L.VI.5.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **RL.MF.5.6.** 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).
- **RI.MF.5.6.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

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- **W.AW.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.NW.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.RW.5.7.** Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **SL.PI.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.
- **SL.AS.5.6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

NJSLS Grade 4 Social Studies

- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **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.

NJSLS Visual and Performing Arts

- **1.5.5.Cr2b** - Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
- **1.5.5.Cr2c** - Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
- **1.2.5.Cr1c** - Connect media artwork to personal experiences and the work of others.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.4.5.CI.1:** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- **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.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.
- **9.4.5.DC.4:** Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **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.

Central Idea / Enduring Understanding:

Students will...

- Discuss navigation
- Use the past tense to discuss actions in the past
- Investigate inventions and discoveries
- Create an article about an invention
- Identify the value of being curious

Essential/Guiding Question:

- What discoveries occurred in the last 100 years?
- What is the value in being curious?
- How are new items created?
- How do we navigate?

Content:

- **Theme:** Discoveries

Skills (Objectives):

- **Listening Strategy**

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<ul style="list-style-type: none"> ● Language: <ul style="list-style-type: none"> ○ <i>Words</i> <ul style="list-style-type: none"> ▪ east, invent, invention, magnet, navigation, needle, north, sailor, south, west, breathe, design, sink ○ <i>Grammar</i> <ul style="list-style-type: none"> ▪ Simple past passive ▪ Simple past passive questions 	<ul style="list-style-type: none"> ○ Taking notes ● Reading Strategy <ul style="list-style-type: none"> ○ Find a purpose for reading ● Collaboration <ul style="list-style-type: none"> ○ Work in pairs to do a quiz together ● Communication <ul style="list-style-type: none"> ○ Discuss discoveries in the last one hundred years ● Creativity <ul style="list-style-type: none"> ○ Write an article about an invention ● Critical thinking <ul style="list-style-type: none"> ○ Discuss ideas about how people used to navigate in the past
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Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Create a quiz on discoveries ● ask and answer questions on inventions and discoveries ● Discuss inventions and discoveries ● Compare past experiences ● Write an article on an invention ● Write a summary ● Create a TV style quiz show. 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Student Practice Books ● Student Writing Samples ● Final Projects-Article about an invention ● Unit Test ● Oral Presentation of Published Works
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Unit 1 Unit Walkthrough</u></p> <ul style="list-style-type: none"> ● Thematic Introduction – Introduce key vocabulary. ● Use the Photo- Students use key vocabulary to reflect on what is happening in the photo. <p><u>Lesson 1 Words</u></p> <ul style="list-style-type: none"> ● Warm-up- Introduce key vocabulary. ● Listen and Read- Listen to and read text. ● Optional Activity- Review four compass points. ● Answer the Questions- Use key vocabulary to answer questions. ● Listen to the Conversation- Listen to the radio broadcast and use key vocabulary to complete the sentences. ● Pairs- Work in partners to brainstorm how navigation was done in previous years. ● Wrap Up- Summarize what we learned today in 3 sentences. <p><u>Lesson 2 Grammar</u></p> <ul style="list-style-type: none"> ● Warm Up – Review compass points. ● Listen and Read- Read grammar box on <i>simple past passive</i>. ● Complete the text- Use grammar form to complete the text. 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● Classroom Presentation Tool ● Home School Connection Letter ● Student Book p. 117 <ul style="list-style-type: none"> ● Classroom Presentation Tool ● Audio Tracks 87-88 ● Workbook p. 94 ● Workbook Audio Track 38 ● Student Book p. 118 ● A small bowl of water, a magnet, a plastic bottle top, glue, a needle ● A world map <ul style="list-style-type: none"> ● Classroom Presentation Tool ● Audio Track 89 ● Workbook p. 95 ● Student Book p. 119 ● A small bowl of water, a magnet, a plastic bottle top, glue, a needle
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- **Create Sentences** -Use grammar form to create new sentences.
- **Optional Activity**- Investigate a famous inventor and their invention/s.
- **Pairs**- Work in pairs to connect the inventor with their invention.
- **Wrap Up**- Change sentences to be in the simple past passive tense.

Lesson 3 Reading

- **Warm Up**- Review simple past passive.
- **Use the Photo**- Build background using the photo from a magazine.
- **Listen and Read**- Listen and read the text.
- **Complete the Text**- Complete comprehension questions on the text.
- **Quiz**- In pairs, complete the quiz and discuss your answers.
- **Pairs**- Work in pairs to discuss opinions related to text.
- **Optional Activity**- Create and act out a TV style quiz show.
- **Wrap Up**- Recall information from the text.

- Classroom presentation Tool
- Audio Track 90-91
- Workbook p 96
- Student book p. 120

Lesson 4 Grammar

- **Warm Up**- Review quiz answers from lesson 3.
- **Listen and Read**- Read grammar box on *simple past passive questions*.
- **Listen and Circle**- Listen to the quiz and answer comprehension questions.
- **Create Sentences**- Create questions using the grammar form.
- **Optional Activity**- Research an invention.
- **Wrap Up**- Unscramble sentences from the text.

- Classroom Presentation Tool
- Audio Track 92
- Workbook p. 97
- Workbook Audio Track 39
- Student Book p. 121

Lesson 5 Song

- **Warm Up**- Review key vocabulary.
- **Read and find**- Read the song and find inventors/inventions in the text.
- **Listen and read**- Listen to and read the song.
- **Listen and act**- Listen to the song and act it out.
- **Listen and Sing**- Students listen and sing along.
- **Optional Activity 1**- Identify missing words from the song.
- **Wrap Up**- Perform the song from memory.

- Classroom Presentation Tool
- Audio Tracks 93-96
- Workbook p. 99
- Student Book p. 122

Lesson 6 Writing

- **Warm Up**- Review key vocabulary.
- **Read the Text**- Read the text.
- **Read and Answer**- Use the information from the text to answer comprehension questions.
- **Optional Activity**- Identify intentional mistakes made by your partner while reading.

- Classroom presentation Tool
- Workbook p. 98
- Student book p. 123

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- **Writing Skill-** Read writing skill box on questions in articles.
- **Create-** Create a short article on an invention of your choosing.
- **Wrap Up-** Share your articles.

Lesson 7 Video

- **Warm Up-** Review key vocabulary seen in this unit.
- **Watch the Video-** Watch the video and answer comprehension questions.
- **Watch and Match-** Watch the video again and match words.
- **Comprehension-** Answer comprehension questions on the video.
- **Optional Activity-** Make a poster of a board game.
- **Discuss in pairs-** Discuss a famous inventor from your home country.
- **Wrap Up-** Create sentences using sentence stems.

- Classroom Presentation Tool
- Video 15
- Student Book p. 124
- Worksheet 5.12
- Unit 12 Test
- Anthology Story 6
- Anthology teaching notes p.141

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Small group instruction with letter/sound acquisition
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Visual aids, realia, and manipulatives
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Small group reading instruction using repetitive text with picture support
		Draw and talk aloud to develop writing ideas	Draw to develop writing ideas
		Use of sentence frames to jumpstart writing	

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ESL Pacing Guide Grade 5

MP	Units	Unit TOTAL*	Cumulative TOTAL**
MP1	Unit 1 – Making Contact	13 Days	13 Days
MP1	Unit 2 – Life on the Road	13 Days	26 Days
MP1	Unit 3- Challenges	13 Days	39 Days
MP2	Unit 4- What's on your Plate?	13 Days	52 Days
MP2	Unit 5- The Animal Kingdom	13 Days	65 Days
MP2	Unit 6- Helping the Environment	13 Days	78 Days
MP3	Unit 7- Life in Space	13 Days	91 Days
MP3	Unit 8- Come to the Show!	13 Days	104 Days
MP3	Unit 9- The World Outside	13 Days	117 Days
MP4	Unit 10- Help!	13 Days	130 Days
MP4	Unit 11- How is it Made?	13 Days	143 Days
MP4	Unit 12- Discoveries	13 Days	156 Days
MP1-4	ACCESS for ELLS 2.0 (Assessment) & FLEX Days	24 Days	180

* Unit Total is inclusive of introduction, instruction, unit assessments, projects, etc. for that particular unit.

** Cumulative Total is a running total, inclusive of prior and current units.