

## Lakewood Township School District Curriculum Guide

**Grade: Fifth**

**Content Area: English as a Second Language**

**Original Adoption:** 2023 NJSLS English Language Arts and English as a Second Language (8-21-24); Math NJSLS Mathematics (8-21-24); 2020 NJSLS Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

**Created By:** ESL Curriculum Team

### Recommended Pacing Guide

UNIT 1: Crossing Between Cultures - Immigration	45 days
UNIT 2: Catching the Light - Energy	45 days
UNIT 3: Nature's Webs - Food Webs, Ecosystems	45 days
UNIT 4: Justice - History	45 days

### Philosophy

The English as a Second Language curriculum is designed to prepare Multilingual language learners (MLLs) to meet the English language proficiency standards, the New Jersey Student Learning Standards, and the WIDA ELD standards. We believe an effective program model for students with limited knowledge and comprehension of English includes both ESL and sheltered instruction. Sheltered instruction is content area teaching that also includes opportunities for language development. Our teachers who use sheltered instruction in their classes teach their regular content such as math, science, social studies, health, English etc. In addition they incorporate language learning objectives that help their Multilingual language learners (MLL) students practice the language of the content area.

The curriculum incorporates the development of language, literacy and critical thinking skills for use across all subject areas. Rigor and relevance is introduced in the form of discourse, technological applications, and sociocultural contexts for language use involving interaction between the student and the language environment. ESL writing instruction is utilized as concrete evidence of individual achievement, and serves to enrich comprehension of both written and spoken language at all levels. Having a well designed curriculum, coupled with positive classroom environments, will promote students to become risk takers and will ensure all students succeed to their highest abilities.

To ensure that our children are successful and receive the best education our staff will continuously collaborate. We will develop purposeful and effective formative and summative assessments which measure growth of our curriculum and inform our instruction. Finally, we will continuously seek to grow professionally through professional development, which is aligned to statewide regulations, but specifically geared to benefit our curriculum, school, and children.

*“One language sets you in a corridor for life. Two languages open every door along the way.”  
-Frank Smith*

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### Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please [click here](#) for specific examples (by subject).

**UNIT 1: Crossing Between Cultures - Immigration**

**Duration: 45 days**

#### Introduction

In this unit, students will have an understanding of respecting and understanding the views of others and how it helps one learn about various perspectives, thoughts, and cultures. Students will know the reasons why someone would move from one place to another. Students will also know what things people must learn when moving to a new place. Students will share their personal experiences in short diaries throughout the unit. Students will use synonyms and antonyms in sentences in their diaries that are related to personal experiences or from the unit readings. Students will know how to use compound subjects in sentences when describing personal experiences or stories related to the readings.

### Suggested Accommodations

#### Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

#### Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment

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- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

### **504 Plans:**

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

### **Gifted and Talented:**

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery
- Organize integrated problem-solving simulations
- Encourage upper level intellectual behavior based on Bloom's Taxonomy

### **Students at Risk of Failure:**

- Alternative assessment
- Flexible/cooperative grouping
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Extra time to complete assignments/tasks

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- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

### **Economically Disadvantaged:**

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

### **Culturally Diverse:**

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

## Focus Standards

### **WIDA English Language Proficiency Standards**

#### **Standard 2 – The Language of Language Arts**

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

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

- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

### **Reading Domain**

- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
- 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.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

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- 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.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).
- RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.

### **Writing Domain**

- W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
  - B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
  - C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
  - D. Provide a conclusion related to the opinion presented.
- W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
  - B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
  - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - E. Provide a conclusion related to the information of explanation presented.
- W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
  - C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - E. Provide a conclusion that follows from the narrated experiences or events.
- W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
- W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

### **Speaking and Listening Domain**

- SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
  - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

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- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- 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.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- 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.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.

### Language Domain

- 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.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
  - A. Avoid fragments, run-ons and rambling sentences, and comma splices.
  - B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
  - C. Ensure agreement between subject and verb and between pronoun and antecedent.
  - D. Distinguish between frequently confused words.
  - E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
  - F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
  - G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
  - H. Spell grade appropriate words correctly, consulting references as needed.
- L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### Interdisciplinary Connections

#### WIDA English Language Proficiency Standards

#### Standard 1 – Social and Instructional Language

- English language learners **communicate** for **Social** and **Instructional** purposes within the school setting

**New Jersey Student Learning Standards: Social Studies (NJSLSS)**

- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 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.

**Visual and Performing Arts**

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.
- 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.

**Computer Science & Design Thinking**

**8.1 Computer Science**

- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.
- 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

**8.2 Design Thinking**

- 8.2.5.ED.1: Explain the functions of a system and its subsystems.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
- 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

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**9.1 Personal Financial Literacy**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

**9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

**9.4 Life Literacies and Key Skills**

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 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 (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 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 (e.g., 6.1.5.CivicsCM.3).

**Career Readiness, Life Literacies, and Key Skills Practices**

<p>Act as a responsible and contributing community member and employee.</p>	<p>Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>
<p>Attend to financial well-being.</p>	<p>Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</p>
<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>

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<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

**Social Emotional Learning Standards**

**Self-Awareness**

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

**Self-Management**

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

**Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

**Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

**Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

**Evidence of Student Learning**

**Formative Tasks:**

- Role play/skits
- Turn and talk
- Draw pictures
- Discussion circle
- Participation/observations
- Questioning
- Expressive language prompt

**Alternative Assessments:**

- Turn and Talks
- Discussion Circles
- DOLs
- Centers
- Vocabulary Boxes
- Projects
- ChatterPix
- Flipgrid

**Student Assessment**

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are

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	<p>being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.          Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Rubrics</li> <li>● Chapter project based learning</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● End of Chapter assessment</li> </ul>

<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● People move to new places for many reasons, including safety, opportunity, family, and environmental changes.</li> <li>● Stories, diaries, and personal narratives help us understand people’s experiences across places and time.</li> <li>● Words and sentences help us clearly express thoughts, feelings, and experiences.</li> <li>● Migrant stories show both differences and similarities among people from around the world.</li> <li>● Learning about migration helps us respect diversity and build inclusive communities.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How can where you are change who you are?</li> <li>● Why do people move from one place to another?</li> <li>● How do stories and diary entries help us understand people’s experiences?</li> <li>● How can we use keywords and complete sentences to clearly share ideas?</li> <li>● How are migrant experiences similar and different around the world?</li> <li>● Why is it important to listen to and respect stories from people of different backgrounds?</li> </ul>
<p><b>Content:</b>  <b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● The meanings of key vocabulary words related to culture.</li> </ul>	<p><b>Skills:</b>  <b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Use keywords in sentences to describe different cultures.</li> </ul>

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- How cultural experiences are represented in stories and personal narratives.
- How to use context clues and background knowledge to determine the meanings of keywords.
- Main ideas and events in *My Diary Across Places and Time*.
- How to make predictions about a story using evidence from the text.
- How personal experiences can be compared to events in a story such as *I Was Dreaming to Come to America*.
- How celebrations reflect cultural traditions.
- The meanings and purposes of academic vocabulary used in the unit.
- The difference between synonyms and antonyms and how they are used in context.
- How people adjust to new places and experiences, both in stories and in real life.

- Use keywords to explain cultural or personal experiences.
- Use sentence stems to predict and write about the story's outcome.
- Write a complete sentence using subject and predicate.
- Write a short diary entry using sentence stems and grade-level vocabulary.
- Write sentences using compound subjects to describe two people from the story.
- Use compound subjects in writing about personal experiences.
- Use a thesaurus to find synonyms and antonyms and incorporate them into complete sentences.
- Apply academic vocabulary and keywords in writing about celebrations from own cultures.
- Use complete sentences to write about cultural celebrations and personal narratives.
- Write a personal narrative using keywords to describe a time of adjusting to a new place.

### Core Instructional & Supplemental Materials

#### Suggested Activities/Resources:

Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.

- Write experiences and short blurbs in a diary journal and only share with teacher
- Create a personal blog and write in each day
- Interview a family member who immigrated to the US and create a Google Slide presentation showcasing their story
- Research different countries to show how immigration works (ie. Chinese to Canada)

#### Varied Levels of Text:

- Reach Higher Book
- Reach Higher Student Book
- Reach Higher Digital Platform: [learn.eltngl.com](http://learn.eltngl.com)
- Reading A-Z
- Epic!
- Reading IQ
- Unite for Literacy
- Vooks.com
- [Multicultural Fairy Tales and Folktales Booklist](#)

#### Read Alouds & Videos:

- Books on Culture - [GetEpic!](#)
- Stories on Immigration - [Readworks](#)
- Immigration Activities - [Edpuzzle](#)
- *My Diary Across Places and Time* by Robyn Montana Turner
- *I Was Dreaming to Come to America* by Veronica Lawlor
- *A Writer's Journey* by Xiaolu Guo

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	<ul style="list-style-type: none"> <li>• <i>Migrant Stories from Around the World</i> by Penelope McKimm</li> </ul>
<b>Supplemental Resources:</b> <ul style="list-style-type: none"> <li>• <a href="#">Celebrating MLLs Slideshow PDF</a></li> <li>• <a href="#">Celebrating MLLs</a> (slideshow)</li> <li>• Sentence Practice - <a href="#">15 Worksheets</a></li> <li>• Wordwall</li> <li>• CENGAGE</li> <li>• National Geographic</li> <li>• Scholastic News</li> <li>• Teachers pay teachers</li> </ul>	<b>ESL Specific Resources:</b> <ul style="list-style-type: none"> <li>• <a href="http://eslcafe.com">http://eslcafe.com</a></li> <li>• <a href="http://www.eslkidstuff.com">www.eslkidstuff.com</a></li> <li>• <a href="http://www.Esl-kids.com">www.Esl-kids.com</a></li> <li>• <a href="http://www.brainpopjr.com">www.brainpopjr.com</a></li> <li>• <a href="http://www.funenglishgames.com">www.funenglishgames.com</a></li> <li>• <a href="http://www.starfall.com">www.starfall.com</a></li> <li>• <a href="http://www.esl4kids.com">www.esl4kids.com</a></li> <li>• <a href="http://www.csun.edu/~hcedu013/eslplans.html">http://www.csun.edu/~hcedu013/eslplans.html</a></li> <li>• <a href="http://iteslj.org">http://iteslj.org</a></li> <li>• <a href="http://www.pdictionary.com">http://www.pdictionary.com</a></li> <li>• <a href="http://www.englishclub.com/index.htm">http://www.englishclub.com/index.htm</a></li> <li>• <a href="https://www.eslflashcards.com/">https://www.eslflashcards.com/</a></li> <li>• <a href="http://www.freeeslmaterials.com/flashcards.html">http://www.freeeslmaterials.com/flashcards.html</a></li> <li>• <a href="https://www.colorincolorado.org/">https://www.colorincolorado.org/</a></li> </ul>

<b>UNIT 2: Catching the Light - Energy</b>	<b>Duration: 45 days</b>
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**Introduction**

In this unit, students will have an understanding of the cycle of the sun and how it affects all living things on earth. Students will also know how we use the power of the sun in everyday life. Students will know how to use root words and predict meanings of new vocabulary (cir-, con-, trans-) and write compound and complex sentences to describe light energy. Students will also use academic vocabulary to explain how the sun helps humans and animals.

**Suggested Accommodations**

- Multi Language Learners:**
- Flexible/Cooperative Grouping
  - Visuals (Board and handouts)
  - Flashcards (Digital and paper)
  - Alternative assessment
  - Flexible/cooperative grouping
  - Graphic organizers
  - Native Language Support and Resources
  - Modified Instructions/Assessments/Assignments
  - Chunking
  - Build background knowledge
  - Define Key words
  - Use visual and audio supports
  - Address all four language domains
  - Incorporate technology

**Special Education/Students with Disabilities:**

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

**504 Plans:**

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

**Gifted and Talented:**

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery
- Organize integrated problem-solving simulations
- Encourage upper level intellectual behavior based on Bloom's Taxonomy

**Students at Risk of Failure:**

- Alternative assessment
- Flexible/cooperative grouping
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Graphic organizers
- Parent-teacher communication

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- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Extra time to complete assignments/tasks
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

### **Economically Disadvantaged:**

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

### **Culturally Diverse:**

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

## Focus Standards

### **WIDA English Language Proficiency Standards**

#### **Standard 2 – The Language of Language Arts**

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

#### **Standard 4 – The Language of Science**

- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science

### **Reading Domain**

- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
- RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

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- RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent 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.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).
- RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.

### **Writing Domain**

- W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - E. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
  - F. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
  - G. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
  - H. Provide a conclusion related to the opinion presented.
- W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - F. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
  - G. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - H. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
  - I. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - J. Provide a conclusion related to the information of explanation presented.
- W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - F. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - G. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
  - H. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  - I. Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - J. Provide a conclusion that follows from the narrated experiences or events.
- W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
- W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

### **Speaking and Listening Domain**

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- SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
  - E. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
  - F. Follow agreed-upon rules for discussions and carry out assigned roles.
  - G. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
  - H. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- 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.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- 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.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.

### Language Domain

- 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.
  - D. Read grade-level text with purpose and understanding.
  - E. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - F. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
  - I. Avoid fragments, run-ons and rambling sentences, and comma splices.
  - J. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
  - K. Ensure agreement between subject and verb and between pronoun and antecedent.
  - L. Distinguish between frequently confused words.
  - M. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
  - N. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
  - O. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
  - P. Spell grade appropriate words correctly, consulting references as needed.
- L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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### Interdisciplinary Connections

#### WIDA English Language Proficiency Standards

##### **Standard 1 – Social and Instructional Language**

- English language learners **communicate** for **Social** and **Instructional** purposes within the school setting

#### Next Generation Science Standards (NGSS)

- 5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

#### Visual and Performing Arts

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.
- 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.

### Computer Science & Design Thinking

#### 8.1 Computer Science

- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.
- 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

#### 8.2 Design Thinking

- 8.2.5.ED.1: Explain the functions of a system and its subsystems.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
- 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

### Career Readiness, Life Literacies & Key Skills

#### 9.1 Personal Financial Literacy

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

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- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

### **9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

### **9.4 Life Literacies and Key Skills**

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 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 (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 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 (e.g., 6.1.5.CivicsCM.3).

### **Career Readiness, Life Literacies, and Key Skills Practices**

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

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<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

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## Social Emotional Learning Standards

### Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

### Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

### Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

## Evidence of Student Learning

### Formative Tasks:

- Role play/skits
- Turn and talk
- Draw pictures
- Discussion circle
- Participation/observations
- Questioning
- Expressive language prompt

### Alternative Assessments:

- Turn and Talks
- Discussion Circles
- DOLs
- Centers
- Vocabulary Boxes
- Projects
- ChatterPix
- Flipgrid

### Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of

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	<p>the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.          Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Rubrics</li> <li>● Chapter project based learning</li> <li>● Oral Language Project</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Chapter assessment</li> </ul>

Knowledge & Skills	
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● The sun provides energy that is essential for life on Earth.</li> <li>● Stories and myths help explain natural phenomena and share cultural beliefs across generations.</li> <li>● Words, root words, and sentence structures help us understand and communicate ideas clearly.</li> <li>● People use energy in different ways, and renewable energy sources help protect the environment.</li> <li>● Climate change affects the availability of energy, sunlight, and natural resources.</li> <li>● Learning about different cultures' myths promotes understanding, diversity, and inclusion.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What is the power of the sun?</li> <li>● How does the sun help living things survive?</li> <li>● How do stories and myths explain natural phenomena?</li> <li>● How can keywords and root words help us understand and describe texts?</li> <li>● How do sentences—simple, compound, and complex—help us communicate ideas clearly?</li> <li>● How does climate change affect energy and natural resources?</li> <li>● Why is it important to learn and respect myths and stories from different cultures?</li> </ul>

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<p><b>Content:</b> <b><u>Students will know:</u></b></p> <ul style="list-style-type: none"> <li>● The meanings of key vocabulary words related to the unit topics.</li> <li>● How academic and grade-level vocabulary is used to describe ideas, images, and information from a text.</li> <li>● How the sun helps humans and animals.</li> <li>● How stories can be summarized using academic vocabulary.</li> <li>● How different types of media present information and points of view differently.</li> <li>● The meanings of common root words (bio-, cir-, con-, trans-) and how they help determine word meaning.</li> <li>● The characteristics of fiction, myths, and explanatory texts.</li> <li>● The difference between simple, compound, and complex sentences.</li> <li>● The different kinds of sentences (statements, commands, questions, exclamations) and their purposes.</li> <li>● How light energy is described using scientific and academic language.</li> </ul>	<p><b>Skills:</b> <b><u>Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>● Define and use keywords in complete sentences.</li> <li>● Use grade-level and academic vocabulary to describe photos in complete sentences.</li> <li>● Write a fiction story about the sun using grade-level vocabulary.</li> <li>● Use root words to write sentences and predict the meanings of new vocabulary words.</li> <li>● Explain how the sun helps humans and animals using academic vocabulary.</li> <li>● Write at least three different kinds of sentences to explain photos from a story.</li> <li>● Summarize a story using academic vocabulary.</li> <li>● Use different forms of media to identify points of view and compare how information is presented.</li> <li>● Write sentences using learned root words, including cir-, con-, and trans-.</li> <li>● Write one compound sentence and one complex sentence describing light energy.</li> <li>● Write a myth explaining how something came to be, using root words, compound and complex sentences, and varied sentence types.</li> </ul>
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<b>Core Instructional &amp; Supplemental Materials</b>
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<p><b>Suggested Activities/Resources:</b> Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> <li>● Create a solar oven using a pizza box</li> <li>● Black &amp; white colored paper comparisons using thermometers</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● Reach Higher Teacher's Book</li> <li>● Reach Higher Student Book</li> <li>● Reach Higher Digital Platform: <a href="http://learn.eltngl.com">learn.eltngl.com</a></li> <li>● <a href="#">National Geographic Animals</a></li> <li>● Reading A-Z</li> <li>● Epic!</li> <li>● Reading IQ</li> <li>● Unite for Literacy</li> <li>● Vooks.com</li> </ul> <p><b>Read Alouds:</b></p> <ul style="list-style-type: none"> <li>● The Sun's Energy - <a href="#">Edpuzzle</a></li> <li>● The Sun's Energy - <a href="#">GetEpic!</a></li> <li>● The Sun's Energy - <a href="#">Readworks</a></li> <li>● <i>Ten Suns A Chinese Myth</i> by Eric A. Kimmel</li> <li>● <i>How the Fifth Sun Came to Be - An Aztec</i></li> </ul>
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	<p style="text-align: center;">Myth</p> <ul style="list-style-type: none"> <li>● <i>Energy for the Future</i> by Thomas Taha Rassam Culhane</li> </ul>
<p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>● Compound Nouns Practice - <a href="#">15 Worksheets</a></li> <li>● All of the Sun for Kids - <a href="#">Youtube</a></li> <li>● Wordwall</li> <li>● CENGAGE</li> <li>● National Geographic</li> <li>● Scholastic News</li> </ul>	<p><b>ESL Specific Resources:</b></p> <p><a href="http://eslcafe.com">http://eslcafe.com</a></p> <p><a href="http://www.eslkidstuff.com">www.eslkidstuff.com</a></p> <p><a href="http://www.Esl-kids.com">www.Esl-kids.com</a></p> <p><a href="http://www.brainpopjr.com">www.brainpopjr.com</a></p> <p><a href="http://www.funenglishgames.com">www.funenglishgames.com</a></p> <p><a href="http://www.starfall.com">www.starfall.com</a></p> <p><a href="http://www.esl4kids.com">www.esl4kids.com</a></p> <p><a href="http://www.csun.edu/~hcedu013/eslplans.html">http://www.csun.edu/~hcedu013/eslplans.html</a></p> <p><a href="http://iteslj.org">http://iteslj.org</a></p> <p><a href="http://www.pdictionary.com">http://www.pdictionary.com</a></p> <p><a href="http://www.englishclub.com/index.htm">http://www.englishclub.com/index.htm</a></p> <p><a href="https://www.eslflashcards.com/">https://www.eslflashcards.com/</a></p> <p><a href="http://www.freeeslmaterials.com/flashcards.html">http://www.freeeslmaterials.com/flashcards.html</a></p> <p><a href="https://www.colorincolorado.org/">https://www.colorincolorado.org/</a></p>

<b>UNIT 3: Nature's Webs - Food Webs, Ecosystems</b>	<b>Duration: 45 days</b>
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**Introduction**

In this unit, students will have an understanding of how food webs and ecosystems work. Students will know the causes and effects of ocean life and the food chain. Students will know the meanings of suffixes and morphemes and use them in sentences to describe the food chain and ecosystems. Students will also know how to sequence the process of photosynthesis. Students will also know the causes and effects of components of ocean life and ecosystems and use 'because' and 'as a result' in sentences. Students will also identify the differences between plural nouns and collective nouns.

### Suggested Accommodations

- Multi Language Learners:**
- Flexible/Cooperative Grouping
  - Visuals (Board and handouts)
  - Flashcards (Digital and paper)
  - Alternative assessment
  - Flexible/cooperative grouping
  - Graphic organizers
  - Native Language Support and Resources
  - Modified Instructions/Assessments/Assignments
  - Chunking
  - Build background knowledge
  - Define Key words
  - Use visual and audio supports
  - Address all four language domains

- Incorporate technology

**Special Education/Students with Disabilities:**

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

**504 Plans:**

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

**Gifted and Talented:**

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery
- Organize integrated problem-solving simulations
- Encourage upper level intellectual behavior based on Bloom's Taxonomy

**Students at Risk of Failure:**

- Alternative assessment
- Flexible/cooperative grouping
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

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- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Extra time to complete assignments/tasks
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

### **Economically Disadvantaged:**

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

### **Culturally Diverse:**

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

## Focus Standards

### **WIDA English Language Proficiency Standards**

#### **Standard 2 – The Language of Language Arts**

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

#### **Standard 4 – The Language of Science**

- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science

### **Reading Domain**

- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
- RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

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- RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent 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.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).
- RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.

### **Writing Domain**

- W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - I. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
  - J. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
  - K. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
  - L. Provide a conclusion related to the opinion presented.
- W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - K. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
  - L. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - M. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
  - N. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - O. Provide a conclusion related to the information of explanation presented.
- W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - K. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - L. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
  - M. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  - N. Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - O. Provide a conclusion that follows from the narrated experiences or events.
- W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
- W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

### **Speaking and Listening Domain**

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- SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
  - I. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
  - J. Follow agreed-upon rules for discussions and carry out assigned roles.
  - K. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
  - L. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- 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.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- 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.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.

### Language Domain

- 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.
  - G. Read grade-level text with purpose and understanding.
  - H. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - I. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
  - Q. Avoid fragments, run-ons and rambling sentences, and comma splices.
  - R. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
  - S. Ensure agreement between subject and verb and between pronoun and antecedent.
  - T. Distinguish between frequently confused words.
  - U. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
  - V. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
  - W. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
  - X. Spell grade appropriate words correctly, consulting references as needed.
- L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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### Interdisciplinary Connections

#### WIDA English Language Proficiency Standards

##### **Standard 1 – Social and Instructional Language**

- English language learners **communicate** for **Social** and **Instructional** purposes within the school setting

#### Next Generation Science Standards (NGSS)

- 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

#### Visual and Performing Arts

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.
- 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.

### Computer Science & Design Thinking

#### 8.1 Computer Science

- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.
- 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

#### 8.2 Design Thinking

- 8.2.5.ED.1: Explain the functions of a system and its subsystems.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
- 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

### Career Readiness, Life Literacies & Key Skills

#### 9.1 Personal Financial Literacy

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

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- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

### **9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

### **9.4 Life Literacies and Key Skills**

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 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 (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 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 (e.g., 6.1.5.CivicsCM.3).

### **Career Readiness, Life Literacies, and Key Skills Practices**

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add

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	greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Social Emotional Learning Standards</b>
<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>● Recognize one's feelings and thoughts</li> <li>● Recognize the impact of one's feelings and thoughts on one's own behavior</li> </ul>

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- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

### **Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

## **Evidence of Student Learning**

### **Formative Tasks:**

- Role play/skits
- Turn and talk
- Draw pictures
- Discussion circle
- Participation/observations
- Questioning
- Expressive language prompt

### **Alternative Assessments:**

- Turn and Talks
- Discussion Circles
- DOLs
- Centers
- Vocabulary Boxes
- Projects
- ChatterPix
- Flipgrid

### **Student Assessment**

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

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	<p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Chapter project based learning</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• Chapter assessment</li> </ul>

<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Animals and plants depend on each other to survive in food chains and food webs.</li> <li>• Stories and photos help us understand relationships between living things and their environments.</li> <li>• Words, prefixes, and suffixes help us understand new vocabulary and communicate ideas clearly.</li> <li>• People from different cultures study and interact with animals and plants in unique ways.</li> <li>• Climate change affects animals, plants, and the balance of ecosystems.</li> <li>• Researching and sharing information helps us respect and appreciate biodiversity and diverse perspectives.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How are animals and plants dependent on one another?</li> <li>• How do food chains and food webs show relationships between living things?</li> <li>• How do photos, keywords, prefixes, and suffixes help us understand texts and information?</li> <li>• How do different cultures interact with and study plants and animals?</li> <li>• How does climate change affect animals, plants, and ecosystems?</li> <li>• Why is it important to respect and protect biodiversity and cultural perspectives?</li> </ul>
<p><b>Content:</b> <b><u>Students will know:</u></b></p> <ul style="list-style-type: none"> <li>• The meanings of keywords and how to use them in complete sentences.</li> <li>• The process of summarizing a story using</li> </ul>	<p><b>Skills:</b> <b><u>Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Use keywords in complete sentences to describe concepts and ideas.</li> <li>• Summarize a story using grade-level</li> </ul>

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<p>grade-level vocabulary and keywords.</p> <ul style="list-style-type: none"> <li>● The roles of predators and prey in the food chain.</li> <li>● The meanings of prefixes and how they relate to grade-level and academic vocabulary.</li> <li>● How to compare animals from the food chain using comparative adjectives.</li> <li>● How to describe photos using descriptive language and grade-level vocabulary.</li> <li>● How a food web works and how animals from the food chain fit into it.</li> <li>● The causes and effects of ocean life and the food chain.</li> <li>● The meanings of suffixes and how they affect word formation.</li> <li>● The process of photosynthesis and the role of phytoplankton in the ocean.</li> <li>● The use of sequential vocabulary to explain processes in a logical order.</li> <li>● The differences between plural nouns and collective nouns.</li> <li>● How to use academic vocabulary and collective nouns in describing plants and animals.</li> </ul>	<p>vocabulary and keywords in complete sentences.</p> <ul style="list-style-type: none"> <li>● Identify predators and prey in the food chain and explain their roles in the story.</li> <li>● Have partners guess the meaning of prefixes using grade-level and academic vocabulary.</li> <li>● Compare animals from the food chain using comparative adjectives in complete sentences.</li> <li>● Use descriptive language and grade-level vocabulary to describe photos from the story.</li> <li>● Create a food web and compare animals from the food chain, using keywords to explain their positions.</li> <li>● Determine the causes and effects in ocean life and the food chain, and organize them into a chart.</li> <li>● Identify the meanings of suffixes and use them in complete sentences.</li> <li>● Use sequential vocabulary to explain the process of photosynthesis in phytoplankton.</li> <li>● Explain the cause and effect of phytoplankton in the ocean using "because" and "as a result."</li> <li>● Identify plural nouns and collective nouns, then describe photos using both in sentences.</li> <li>● Write a short paragraph about a plant or animal, using keywords, academic vocabulary, and collective nouns.</li> </ul>
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### Core Instructional & Supplemental Materials

<p><b>Suggested Activities/Resources:</b> Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> <li>● Research predator-prey relationships. Create a two column chart to show the types of prey pursued by specific predators.</li> <li>● Have students research either ecosystems, biomes, plants, or animals and present findings on a poster or Google Slide presentation</li> <li>● Create a food web poster using keywords from unit and academic vocabulary to explain how producers, consumers, and decomposers function in the food chain</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● Reach Higher Teacher's Book</li> <li>● Reach Higher Student Book</li> <li>● Reach Higher Digital Platform: <a href="http://learn.eltngl.com">learn.eltngl.com</a></li> <li>● Reading A-Z</li> <li>● Epic!</li> <li>● Reading IQ</li> <li>● Unite for Literacy</li> <li>● Vooks.com</li> </ul> <p><b>Read Alouds:</b></p> <ul style="list-style-type: none"> <li>● Ecosystems - <a href="#">Edpuzzle</a></li> <li>● Ecosystems - <a href="#">GetEpic!</a></li> <li>● Ecosystems - <a href="#">Readworks</a></li> </ul>
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<ul style="list-style-type: none"> <li>● Create an ecosystem poster and show how herbivore, carnivores, and omnivores live together in the ecosystem</li> <li>● Create a chart to compare and contrast herbivores, carnivores, and omnivores</li> <li>● Research food chains of plants and animals from different countries and present in Google Slides (ie. <a href="#">Pandas and Bamboo trees in China</a>)</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Coyote and Badger</i> by Bruce Hiscock</li> <li>● <i>Living Links</i> by Diane Salisian</li> <li>● <i>Fish of the Future</i> by Cheryl Block</li> <li>● <i>Phyto-Power</i> by Mary M. Cerullo</li> </ul>
<p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>● Wordwall</li> <li>● CENGAGE</li> <li>● National Geographic</li> <li>● Scholastic News</li> <li>● Prefixes Worksheets - <a href="#">15 Worksheets</a></li> <li>● Suffixes Worksheets - <a href="#">15 Worksheets</a></li> <li>● What are ecosystems? - <a href="#">Youtube</a></li> <li>● <a href="#">Ecosystems Folder</a></li> </ul>	<p><b>ESL Specific Resources:</b></p> <p><a href="http://eslcafe.com">http://eslcafe.com</a>  <a href="http://www.eslkidstuff.com">www.eslkidstuff.com</a>  <a href="http://www.Esl-kids.com">www.Esl-kids.com</a>  <a href="http://www.brainpopjr.com">www.brainpopjr.com</a>  <a href="http://www.funenglishgames.com">www.funenglishgames.com</a>  <a href="http://www.starfall.com">www.starfall.com</a>  <a href="http://www.esl4kids.com">www.esl4kids.com</a>  <a href="http://www.csun.edu/~hcedu013/eslplans.html">http://www.csun.edu/~hcedu013/eslplans.html</a>  <a href="http://iteslj.org">http://iteslj.org</a>  <a href="http://www.pdictionary.com">http://www.pdictionary.com</a>  <a href="http://www.englishclub.com/index.htm">http://www.englishclub.com/index.htm</a>  <a href="https://www.eslflashcards.com/">https://www.eslflashcards.com/</a>  <a href="http://www.freeeslmaterials.com/flashcards.html">http://www.freeeslmaterials.com/flashcards.html</a>  <a href="https://www.colorincolorado.org/">https://www.colorincolorado.org/</a></p>

<b>UNIT 4: Justice - History</b>	<b>Duration: 45 days</b>
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**Introduction**

In this unit, students will have an understanding of what justice looks like from different perspectives. They will read about Nelson Mandela, and his fight for justice and to end racism in South Africa. Students will also look at environmental justice and how people can be excluded from decisions and suffer because of it. Students will interpret metaphors in the unit's readings as well as identifying and using present-tense and present progressive verbs correctly in sentences. Students will use sequential vocabulary to sequence the stories of Nelson Mandela and Ocean Pollution.

**Suggested Accommodations**

- Multi Language Learners:**
- Flexible/Cooperative Grouping
  - Visuals (Board and handouts)
  - Flashcards (Digital and paper)
  - Alternative assessment
  - Flexible/cooperative grouping
  - Graphic organizers

- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

**Special Education/Students with Disabilities:**

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

**504 Plans:**

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

**Gifted and Talented:**

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

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- Organize integrated problem-solving simulations
- Encourage upper level intellectual behavior based on Bloom's Taxonomy

### Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Extra time to complete assignments/tasks
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

### Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

### Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

## Focus Standards

### WIDA English Language Proficiency Standards

#### **Standard 2 – The Language of Language Arts**

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

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

- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

### Reading Domain

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- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
- 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.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent 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.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).
- RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.

### **Writing Domain**

- W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - M. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
  - N. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
  - O. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
  - P. Provide a conclusion related to the opinion presented.
- W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - P. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
  - Q. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - R. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
  - S. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - T. Provide a conclusion related to the information of explanation presented.
- W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - P. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - Q. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
  - R. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  - S. Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - T. Provide a conclusion that follows from the narrated experiences or events.

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- W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
- W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

### **Speaking and Listening Domain**

- SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
  - M. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
  - N. Follow agreed-upon rules for discussions and carry out assigned roles.
  - O. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
  - P. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- 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.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- 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.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.

### **Language Domain**

- 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.
  - J. Read grade-level text with purpose and understanding.
  - K. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - L. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
  - Y. Avoid fragments, run-ons and rambling sentences, and comma splices.
  - Z. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
  - AA. Ensure agreement between subject and verb and between pronoun and antecedent.
  - BB. Distinguish between frequently confused words.
  - CC. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
  - DD. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.

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EE. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).

FF. Spell grade appropriate words correctly, consulting references as needed.

- L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### Interdisciplinary Connections

#### WIDA English Language Proficiency Standards

##### **Standard 1 – Social and Instructional Language**

- English language learners **communicate** for **Social** and **Instructional** purposes within the school setting

#### New Jersey Student Learning Standards: Social Studies (NJSLS-SS)

- 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.

#### Visual and Performing Arts

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.
- 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.

### Computer Science & Design Thinking

#### 8.1 Computer Science

- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.
- 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

#### 8.2 Design Thinking

- 8.2.5.ED.1: Explain the functions of a system and its subsystems.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

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- 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

**Career Readiness, Life Literacies & Key Skills**

**9.1 Personal Financial Literacy**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

**9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

**9.4 Life Literacies and Key Skills**

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 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 (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 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 (e.g., 6.1.5.CivicsCM.3).

**Career Readiness, Life Literacies, and Key Skills Practices**

<p>Act as a responsible and contributing community member and employee.</p>	<p>Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>
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Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

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communicate effectively.	
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

### Social Emotional Learning Standards

**Self-Awareness**

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

**Self-Management**

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

**Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

**Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

**Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

### Evidence of Student Learning

<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Role play/skits</li> <li>● Turn and talk</li> <li>● Draw pictures</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Turn and Talks</li> <li>● Discussion Circles</li> <li>● DOLs</li> </ul>
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<ul style="list-style-type: none"> <li>● Discussion circle</li> <li>● Participation/observations</li> <li>● Questioning</li> <li>● Expressive language prompt</li> </ul>	<ul style="list-style-type: none"> <li>● Centers</li> <li>● Vocabulary Boxes</li> <li>● Projects</li> <li>● ChatterPix</li> <li>● Flipgrid</li> </ul> <p><b>Student Assessment</b>            Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.            Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Rubrics</li> <li>● Chapter project based learning</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Chapter assessment</li> </ul>

<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Justice means fairness and respect for the rights of all people.</li> <li>● Stories, history, and current events help us understand how justice is achieved.</li> <li>● Words, synonyms, antonyms, verbs, and sentence structures help us explain ideas clearly.</li> <li>● People from different cultures and backgrounds experience and fight for justice</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What does justice mean, and why is it important?</li> <li>● How do stories and history show examples of justice being served?</li> <li>● How can we use keywords, synonyms, antonyms, and verbs to explain ideas about justice?</li> <li>● How do individuals from diverse cultures work to achieve fairness and protect rights?</li> </ul>
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<p style="margin-left: 20px;">in unique ways.</p> <ul style="list-style-type: none"> <li>● Environmental justice, such as protecting oceans, is connected to fairness for people and nature.</li> <li>● Writing about historical events helps us learn from the past and promotes inclusion and empathy.</li> </ul>	<ul style="list-style-type: none"> <li>● How does caring for the environment connect to justice?</li> <li>● Why is it important to respect and include different perspectives when learning about justice?</li> </ul>
<p><b>Content:</b> <b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● The meaning of keywords related to justice and how to use them in sentences.</li> <li>● How to predict outcomes and foreshadow events in stories.</li> <li>● The concept of antonyms and synonyms and how they clarify meaning in text.</li> <li>● The role of metaphors in texts and how to recognize and explain them.</li> <li>● How to describe photos and events using present-tense action verbs, as well as the verbs be and have.</li> <li>● The correct sequence of events in stories and historical texts.</li> <li>● The main ideas and facts about historical events where justice was served.</li> <li>● Environmental and social justice issues, with respect for diverse perspectives.</li> <li>● How to use vocabulary appropriately for justice-related topics.</li> </ul>	<p><b>Skills:</b> <b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Identify and use keywords in sentences to discuss justice-related topics.</li> <li>● Predict the outcomes of stories and foreshadow events using clues from the text.</li> <li>● Use antonyms and synonyms to clarify the meaning of unfamiliar words in a text.</li> <li>● Recognize metaphors in a text and explain their meaning.</li> <li>● Describe photos and events using present-tense action verbs and the verbs be and have.</li> <li>● Sequence events from stories and historical texts in the correct order.</li> <li>● Write a report about a historical event where justice was served, using facts and details.</li> <li>● Discuss environmental and social justice issues with respect for diverse perspectives and ideas.</li> <li>● Communicate clearly using complete sentences and appropriate vocabulary for justice-related topics.</li> </ul>

### Core Instructional & Supplemental Materials

<p><b>Suggested Activities/Resources:</b> Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> <li>● Research the history of Choctaw nation and present to class in Google Slides</li> <li>● Research the history of South Africa</li> <li>● Research areas of the world where pollution is prominent (ie. Bali, Indonesia, India, Bangladesh, and SouthEast Asia) and explain how you would fix it</li> <li>● Research and compare <a href="#">Martin Luther King Jr.</a> to <a href="#">Nelson Mandela</a>, and explain how they</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● Reach Higher Teacher's Book</li> <li>● Reach Higher Student Book</li> <li>● Reach Higher Digital Platform: <a href="http://learn.eltngl.com">learn.eltngl.com</a></li> <li>● Reading A-Z</li> <li>● Epic!</li> <li>● Reading IQ</li> <li>● Unite for Literacy</li> <li>● <a href="http://Vooks.com">Vooks.com</a></li> <li>● Action Verbs - <a href="http://15worksheets.com">15worksheets.com</a></li> <li>● Present Tense - <a href="http://15worksheets.com">15worksheets.com</a></li> </ul>
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Grade: Fifth	Content Area: English as a Second Language
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<p>both used nonviolent protests to bring change and justice</p>	<p><b>Read Alouds:</b></p> <ul style="list-style-type: none"> <li>• <i>Crossing Bok Chitto</i> by Tim Tingle</li> <li>• <i>Journey to Freedom</i> by Peter Winkler</li> <li>• <i>The Troublemaker The Story of Nelson Mandela</i> by Penelope McKimm</li> <li>• <i>Sisters Fighting for the Ocean</i> by Penelope McKimm</li> <li>• <a href="#">Nelson Mandela Read Aloud</a></li> </ul>
<p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• Justice - <a href="#">Edpuzzle</a></li> <li>• Equality, Equity, and Social Justice - <a href="#">Youtube</a></li> <li>• Nelson Mandela - <a href="#">GetEpic!</a></li> <li>• Articles on Justice - <a href="#">Readworks</a></li> <li>• Suffixes Worksheets - <a href="#">15 Worksheets</a></li> <li>• Prefixes Worksheets - <a href="#">15 Worksheets</a></li> <li>• Action Verbs Worksheets - <a href="#">15 Worksheets</a></li> <li>• Pollution - <a href="#">Edpuzzle</a></li> <li>• Ocean Pollution Articles - <a href="#">Readworks</a></li> <li>• Subject-Verb-Agreement Worksheets - <a href="#">15 Worksheets</a></li> <li>• Wordwall</li> <li>• CENGAGE</li> <li>• National Geographic</li> <li>• Scholastic News</li> </ul>	<p><b>ESL Specific Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://eslcafe.com">http://eslcafe.com</a></li> <li>• <a href="http://www.eslkidstuff.com">www.eslkidstuff.com</a></li> <li>• <a href="http://www.Esl-kids.com">www.Esl-kids.com</a></li> <li>• <a href="http://www.brainpopjr.com">www.brainpopjr.com</a></li> <li>• <a href="http://www.funenglishgames.com">www.funenglishgames.com</a></li> <li>• <a href="http://www.starfall.com">www.starfall.com</a></li> <li>• <a href="http://www.esl4kids.com">www.esl4kids.com</a></li> <li>• <a href="http://www.csun.edu/~hcedu013/eslplans.html">http://www.csun.edu/~hcedu013/eslplans.html</a></li> <li>• <a href="http://iteslj.org">http://iteslj.org</a></li> <li>• <a href="http://www.pdictionary.com">http://www.pdictionary.com</a></li> <li>• <a href="http://www.englishclub.com/index.htm">http://www.englishclub.com/index.htm</a></li> <li>• <a href="https://www.eslflashcards.com/">https://www.eslflashcards.com/</a></li> <li>• <a href="http://www.freeeslmaterials.com/flashcards.html">http://www.freeeslmaterials.com/flashcards.html</a></li> <li>• <a href="https://www.colorincolorado.org/">https://www.colorincolorado.org/</a></li> </ul>